

CHILD-WELFARE MAGAZINE

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President's Desk

The National Education Association met in New York in July with 20,000 teachers in attendance. The program was of unusual interest.

Conference
N. C. M. and
P. T. A. in
New York

A conference of the National Congress of Mothers and Parent-Teacher Associations was held July 7 at Hotel Astor with Home Education Division, U. S. Bureau of Education.

The morning session was given to a survey of the Parent-Teacher Associations and discussion by superintendents and teachers from many states.

Mrs. Mary C. C. Bradford, superintendent of Colorado schools, a teacher, a mother and a grandmother, in an inspiring address told of the way in which state departments of public instruction can cooperate with the Congress. As state superintendent she is standardizing the schools, and one of the requirements made is a parent-teacher association which is a member of the Congress of Mothers and Parent-Teacher Associations. Other requirements will raise the standards of Colorado schools as nothing else has done. A superintendent who looks on child welfare from so many viewpoints is of inestimable practical value. Commissioner Claxton spoke of the work of the Home Education Division so far, as but a thousandth part of what is demanded of it, and which is limited only by lack of funds to do all that is waiting to be done.

Over 100,000 reading courses were sent out last year.

The afternoon session was given to the value of the kindergarten philosophy to mothers. The program and local arrangements were ably arranged by Miss Fanniebell Curtis, supervisor of kindergartens, New York, who has 1,000 kindergartens under her charge and over 300 mothers' clubs. Over 600 of these mothers attended the conference and listened for three hours with eager interest. Miss Elizabeth Harrison, Chicago, spoke on The Child Under Six; Miss Lucy Wheelock, Boston, on Five Avenues by which Mothers Can Guide their Children; Mrs. Sigmund Pollitzer, New York City Club, on The Kindergarten from a Mother's Viewpoint; Miss Bessie Locke, chief Kindergarten Division, U. S. Bureau of Education, on Legislation for Kindergarten Extension. Greetings were given by Mrs. Langzettel, of Froebel League, Mrs. P. P. Claxton, Dr. Maximilian Grossmann. Miss Milton P. Higgins gave the mothers a practical talk on Problems of Parents. A moving-picture film, Thomas Jefferson Morgan, Jr., amused and interested the mothers and closed the session.

The cordial cooperation and appreciation of every kindergarten leader is assured to the Congress of Mothers, and together the forward movement has been promoted most satisfactorily.

The most conspicuous subject of the National Education Association was the question as to the introduction of military training in the schools. Last year the teachers voted against it. This year they voted for it in high schools, providing it did not interfere with the educational work. General Leonard Wood recommended the Australian and Swiss plans. He said no one was more opposed to war than the military men for no one knew its horrors as they do, but he believes it is slaughter to send young men into war with no preparation, and that preservation of peace requires the possibility of a force that will give power to maintain it.

He cited the history of the United States from its founding, urging that history be taught according to the facts, which he said had not been done.

David Starr Jordan, in speaking of the present Mexican situation, showed that the United States had not been blameless, and that there was no reason for war with Mexico.

Thomas Mott Osborne, warden of Sing Sing prison, who has been reinstated and vindicated, said that prisons should be educational institutions and should be officered by men of high type morally and mentally rather than by those chosen for physical strength. He showed conclusively that by right treatment men went out of prison ready to do right instead of regarding themselves as enemies of society, of law and of order. To lead, not to drive, to find the good and encourage it is the new use of a prison.

Dr. Anna Shaw's story of her life of seventy years was a revelation of the remarkable changes that have taken place in that time, and in nothing is it more noticeable than in the school system and the opportunities of teachers and especially of women.

June 18, 1915 will ever be a memorable day for the mothers of this country, for on that day war cast its dark shadow over the land, and in over a hundred thousand homes in the United States the tragedy which has darkened Europe was brought home to American mothers. The flower of American youth in the state militia of nearly every state is now enrolled for service in the Federal Army. New York with 17,000, Pennsylvania with 10,000 are far in the lead as to numbers.

The hope that now the difficulties between the United States and Mexico may be settled without war will gladden every heart. Why should it not be done before valuable lives are sacrificed as well as after?

The United States has a place to fill of such great opportunity of service to the rest of the world that it must keep itself free to give that service in the readjustments that are coming. It is the largest, most influential power in the Americas. It should if possible help a weaker, less civilized nation to self-government, not by bloodshed but by protection of our own citizens and by a well-defined, definite, firm system and purpose.

Every mother in America has a personal interest in the questions which our country faces today. With preparedness for defense, with resistance of militarism of Europe, with realization that the nations have not yet advanced to where war is always avoidable, yet with the determination to work toward that era, mothers must think clearly and wield their influence for the welfare of youth and the nation. If the mothers of Mexico could be reached by the organized motherhood of America, if they could be educated and uplifted, another generation would not be given to bandit warfare and pillage. The prayers and work of mothers are needed in all the world today as never before in its history, and never have women been so prepared by education, freedom and love of service as they are today.

Whatever the Congress of Mothers can do in this great epoch of world tragedy to lighten the sorrow, to lead to the light, it should do.

**Military Training
in Schools**

**The Call to
Arms of the
Youth of the
United States**

A hundred thousand boys in camps on the border are giving themselves to our service. Every mother should be informed of conditions they face, that all that women can do may be done for them. God guide us all through the valley of the shadow to the heights of peace and justice.

The epidemic of infantile paralysis in New York has shown how little is yet known of the cause and the remedy for this disease. That it is from a germ seems probable.

**Infantile
Paralysis**

Mothers who have had this disease in their families in the past may be able to contribute information that will help in learning the cause.

It comes without warning into homes that have every comfort as often as into those less favorably situated. It comes most frequently with teething children, but older ones are not exempt. When science learns the cause, then it may be prevented. Facts from mothers may help.

Every State that holds its annual meeting in the fall or winter should send notices to CHILD-WELFARE MAGAZINE before August 10, that they may be advertised in the September MAGAZINE.

**Conferences of State
Branches, National Congress
of Mothers**

Why You Should Not Eat too Many Ice Cream Sodas

BY DR. LEONARD KEENE HIRSHBERG, A.B., M.A., M.D.

JOHNS HOPKINS UNIVERSITY

When you see the tiny tot reach for a dust-laden soda-water straw, and dip it luxuriantly in the foamy mess, you can "bet your bottom dollar," as the street urchins say, that the very same child will soon or late suffer with some complaints that were never dreamed of being based on sodas.

The microbes that you take and bury in liquid air depend for their life—as do all living things—upon the ferments they contain. When heated, these same microbes would be killed because the ferments were destroyed. Cooling does not destroy a ferment; it merely stops the action of the ferment; digestion cannot go on in the cold. For this reason, it is bad for little boys and girls—their digestive powers are not as strong as grown-ups—to eat too many ice cream sodas.

Therefore, as life depends upon the action of ferments, and as ferments cannot act in the cold, it cannot be said that the microbes in liquid air

are actually living, or, if they are living, they are, at any rate, "not doing anything at it." Yet they really are not killed. Although their living has been stopped for the time, the things upon which life depends have not been destroyed.

Artificial coloring matter is not generally approved by any means. Vegetable colorings, such as cherry, peach, chocolate, pistachio, and strawberry are all good.

Sterilized glasses should be used, or the modern waxed paper cups which have come into general use at the soda fountain are quite good. When glasses are merely dipped into cold water, their cleanliness and sanitation can well be doubted.

It is well for all to keep away from the lure of the soda-water. "Nickel-drinks" have ruined many a little one's undeveloped stomach, and have caused many a sad "tummy ache" much worse than that of "Johnny Jones and his sister Sue" who ate green apples.

A Campaign for Health—Home Economics Department

By MRS. MARGARET J. STANNARD, Chairman

Preparedness is the present watchword in many organized groups of both men and women throughout the country. Emphasis is laid chiefly on preparedness to meet emergencies in the future of our country rather than on preparation for living with greater sanity and thrift in the present.

That the integrity and success of the country depend upon the help, intelligence, and loyalty of its individual citizens is a truism. We all recognize the fact that even as "the strength of the wolf is the pack" so "the strength of the pack is the wolf," nevertheless health or intelligence or loyalty or all three are frequently lacking in the young citizens whom we send out to do the Country's work. What can we, as parents, do for a better preparedness in all these directions?

I. WE CAN STUDY THE LAWS OF HEALTH

Why do not parent-teacher associations and women's clubs of the federation unite with women of the preparedness associations in a campaign for health? Such a campaign should include a rigid examination and study of habits, methods and processes in our own homes. It should involve such questions as:

1. Are the members of my family as healthy as they ought to be?

2. If not, to what is the lack of health due? Is it due to food? (a) Are the markets clean? (b) Is my selection good? (c) Are my ice-boxes and closets in the best possible condition? (d) Are my meals well planned? (e) Are they served with regularity and without friction? (f) Is there irregular eating between meals? Etc.

3. Is it due to clothing? (a) Do the clothes fit the body? (b) Do the clothes protect the body? (c) Are they of the right thickness? (d) How can the clothing be made to meet the

needs of health and at the same time the desire for prettiness?

4. Is it due to: (a) Too little sleep? (b) Too little, too much or the wrong kind of exercise? (c) To some difficulty in the ventilation or sanitation of the house (cellar, back yard, etc.)? (d) A low standard of cleanliness in the neighborhood (streets, alleys, etc.)? (e) School conditions (etc.)?

II. WE CAN STUDY ECONOMY

1. Are we spending more money than is necessary for the welfare of the family?

2. Are we getting full value for our money?

3. In either case to what is the difficulty due? Is it due to: (a) The lack of a systematic plan? (b) The lack of a simple accounting system? (c) Ignorance in buying? (d) Waste of material? (e) Undue love of luxury? Etc.

Economists tell us that women are spending 90 per cent. of all the money used for human needs, and that the welfare of our country, whether in peace or in war, depends upon the intelligence of their buying. This is, however, not merely a question of the use of money and the effect of what we buy on the health and happiness of the family. It is a question of our children's standards. If we bring them up to feel that food and clothes are the most important things in the world, and that work is for the sake of these chiefly, we have not prepared them for the best kind of citizenship.

We wish them to feel that while good food, suitable clothing, and a comfortable house are desirable means of keeping that machine which we call the body in good condition, it is in order that that machine may do some work in the world that is really worth while. It would be much easier for us to do this if it were clearer in our own minds and also if we had a better understanding of

children. The most important thing that we, as parents, can do for a better preparedness is in the direction of our parental responsibility.

III. WE CAN AND SHOULD STUDY THE CHARACTERISTICS OF CHILDHOOD AND OF OUR OWN INDIVIDUAL CHILDREN

1. Do we know the marked characteristics which are common to all children at different ages?

2. If not can we understand and help our own children to overcome their difficulties?

3. Why do we wish a child to learn (a) obedience, (b) truthfulness, (c) industry (etc.)?

4. Why does childhood tend at certain times during life toward (a) disobedience, (b) untruthfulness, (c) laziness (etc.)?

5. What instincts must we recognize and work with in order to get the result that we feel to be important?

6. Do we know how to provide for the play life of our children?

7. Are we making use of the ideas which they gain at school in their daily life and experience? Etc.

These are a few of the problems which we should be studying for the sake of providing a better bringing up.

REFERENCE BOOKS

Foods and Household Management, by Kinne & Cooley.

Clothing and Shelter, by Kinne & Cooley.

Play and Education, Joseph Lee.

Mothers and Children, by Dorothy C. Fisher.

Your Child Today and Tomorrow, by Sidonie Gruenberg.

The Kindergarten and Community Organizations

Coöperation between community organizations and the kindergarten is an important item of progress as reported to the Kindergarten Division of the U. S. Bureau of Education.

In California the parent-teacher associations and kindergartners, working in coöperation, carried through legislation which has led to the establishment of kindergartens in a number of towns where none existed before. In Idaho, a State campaign is now on to make the kindergarten a part of the public-school system and the parent-teacher associations are actively at work. New York State reports similar coöperative effort.

The new movement is an acknowledgment on the one hand that the growth of kindergartens is dependent upon public sentiment, and, on the other hand, that organizations like the Mothers' Congress realize the vital importance of the kindergarten as a part of any program for child conservation. It is felt that fathers and mothers enrolled in the parent-teacher associations will be a vigorous

force in creating sentiment for the kindergarten. Similarly kindergartners in various parts of the country will be able to make the kindergarten mothers' clubs a part of the national organization of parent-teacher associations if they so desire.

The most recent example of coöperation is in Massachusetts. At the annual meeting of the Massachusetts Branch of the Congress of Mothers and Parent-Teacher Associations all the delegates pledged themselves to work for the extension of the kindergarten. The first work will be to ascertain the present status of the kindergarten in Massachusetts. The questions asked are typical of the work State organizations can do and are, therefore, given herewith:

1. Are there kindergartens in your city or town?.....
How many?.....
2. Have there ever been kindergartens in your town which have been discontinued?.....
Why discontinued?.....
.....

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 3. Have you found the kindergarten a valuable part of the school system?.....
 4. Have you any criticisms or suggestions to make?.....

 5. Have you parent-teacher associations in connection with your schools?.....

 6. Through the coöperation of such associations could any steps be taken to establish kindergartens, or to improve those already in existence?.....

 7. Do you desire any literature on the kindergarten?.....
 Speakers and literature can be supplied by this committee.
 Any answers or suggestions you make will be most gratefully received.

The character of the coöperative work to be done is indicated in an outline prepared by the home education division of the Bureau of Education, with the aid of the kindergarten division. According to the outline a mothers' club or parent-teacher association will:

1. Add to the social life in your community.
2. Bring about a better understand-

- ing between the parents and the teachers in the school district.
3. During the winter months be a means of bringing the neighbors together in order to discuss such subjects as:
 - (a) Child nurture and home making.
 - (b) The sanitary conditions of the neighborhood.
 - (c) Improving and beautifying the conditions in and about the schoolhouse.
 - (d) Wider use of the schoolhouse for moving pictures, lantern slide lectures, concerts, socials, popular courses in cooking, sewing, etc.
 - (e) The establishment of a community library.
 - (f) The improvement of roads and a better water supply.
 - (g) Simple food and clothing.
 - (h) Providing useful and beneficial recreation for the children out of school hours.

Note.—The Bureau of Education is planning to bring together instances of the kind of work described in this letter. Individual kindergartners who know of experiments and achievements in this field should send descriptions of the work to the U. S. Bureau of Education, Washington, D. C.

The Soul of Life

To live for common ends is to be common.
 The highest faith makes still the highest man;
 For we grow like the things our souls believe,
 And rise or sink as we aim high or low.
 No mirror shows such likeness of the face
 As faith we live by of the heart and mind.
 We are in very truth that which we love;
 And love, like noblest deeds, is born of faith.

The lover and the hero reason not,
 But they believe in what they love and do.
 All else is accident,—this is the soul
 Of life, and lifts the whole man to itself,
 Like a keynote, which, running through all
 sounds,
 Upbears them all in perfect harmony.

—Bishop Spaulding.

School All the Year Round

The all-year schools of Newark, N. J., are commended in a special report by W. S. Deffenbaugh, specialist in city school administration of the Bureau of Education, Department of the Interior. Mr. Deffenbaugh finds that time is saved, street loafing is largely prevented, and health is conserved by eliminating the long summer vacation.

The children in Newark who have attended school for the past year or two on the all-year school plan speak enthusiastically of it. The Bureau investigator asked the pupils in the seventh and eighth grades to write compositions telling why they attended school during the summer. Nearly all the pupils stated that the schoolroom was much cooler than the streets and their rooms at home; that they were glad to have something to do besides running in the streets, and that they hoped to gain a grade or two by the time they were old enough for their work certificates. Parents who were interviewed favored the plan because their children were able to get more schooling than otherwise. One parent said:

"If there were no summer schools we would not know where our children are. They would leave home early in the morning and run all over the city. Now we know that they are safe in the schoolhouse and in no danger of being run over by automobiles or street cars."

The attempt was made to find out how much time the children actually saved through the all-year schools. Of 271 pupils in the sixth, seventh, and eighth grades, 25 made no gain, 67 showed a gain of one third of a year, 59 a gain of two thirds of a year, 67 a gain of one year, and 53 a gain of one and one third years.

It was found that the pupils in the all-year schools not only made more rapid progress through the grades, but maintained as good scholarship as the pupils in other schools. Many of the pupils were able to enter high school as a result of the time gained in the

all-year school, and these pupils have had no difficulty in keeping up with their work. It is expected that many more pupils will now complete the elementary grades at twelve years of age, enter high school and attend for at least two years. Once in high school, they are likely to remain even after the compulsory age limit is passed.

One criticism that has been directed against the Newark all-year schools is that the pupils in these schools must do ten months' work in nine months in order to gain three months a year and thus complete the eight grades in six years. It should be understood, however, that the regular ten months' course has been modified so that a pupil may complete it in nine months, and all non-essentials have been omitted. Furthermore, less reviewing is needed in September for the children who have had only two weeks' vacation than for those who have had two months' vacation. The month that is usually taken at the beginning of the fall term to review pupils in the work of the preceding grade is not necessary for pupils who attend continuously or with only short vacations.

In regard to the health of the children who are kept in school during the summer months, Mr. Deffenbaugh declares:

"The medical inspectors of Newark report that the health of the children who have attended school all year has not been impaired in the slightest degree. The regular school medical and nurse service continues in the summer, so that the health of the children in school is better cared for than that of those not in school. Good health habits acquired during the regular term are not broken up by a long summer vacation when the children not in school are beyond the influence of the school physician and the school nurse. The physician and nurse both report that the children who have been out of school during July and August come back in September in poorer physical con-

dition than those who have attended these two months and that even the children who have been away to a summer resort are in no better physical condition than those who have been in school, since their recreation is likely to have been of a dissipating nature. One school physician stated that if the children could go into the country and live a normal life with plenty of exercise he would favor this to keeping them in school, but since conditions are such that none of the children who are in the

tenement districts can go to the country, the best place for them for four or five hours a day is in the school-room, on the school playgrounds, and in the school shops and gymnasiums."

Wide interest in the Newark plan has been aroused in other cities, and it is expected that many of the teachers and school officers who will attend the meeting of the National Education Association of New York in July will cross into New Jersey to see the Newark all-year schools in operation.

Youth and Responsibility

By MAUDE LAWRENCE WESTCOTT

The truly great of all time—the heroes of another day and the contemporaries who demand our regard and admiration—are the men and women who have unhesitatingly shouldered big responsibilities and borne with dignity and poise burdens unattempted by weaker souls. This then is the measure of a man—a surer proof of greatness and strength of character than any other—his inclination and ability to assume and bear responsibility. We hear all around us the cry of the weak: "I can't take the chance of failure," "Perhaps I should do it, but the responsibility is too great," or the coward's plea, "I will undertake this thing but don't hold me responsible for the outcome." Forgetful are these of the great truth that failure to win a hardly won race is but the hero's misfortune while failure to make the attempt often marks the craven spirit. To fail in a great cause, "with courage white and high," is far better than to succeed meanly in a lesser undertaking.

The average youth is eager to emerge from the period of protective parental care and adult supervision into a life of his own with its burdens of his own making or choosing. This is as it should be; nature is goading him on to launch the bark of his own

individuality into the great stream of Life; and so when school days are over the youth, with red blood in his veins, welcomes the idea of personal responsibility, the boy turns to the thought of a career and the setting up of a home of his own, the girl eagerly assumes domestic burdens or fits herself for her chosen vocation, profession or "niche" in the little world about her. Toward these basic responsibilities there is seldom needed an urge from without, but there are other obligations that youth owes to life no less important though less strong in their appeal.

The soul's responsibility to God may be summed up in the obligations—that Life itself imposes—to his fellowman (parents, home, friends and neighbors), to himself, to the times in which he lives, and the people who may come after him within the circle of his influence.

It is a great privilege to live, a great opportunity to be young, a wonderful thing to be given a chance for earthly experiences, high and exalted, and a Hope Beyond that maketh the heart glad. And in proportion as the gifts of life have been bestowed upon us should we feel our responsibility to our day and generation. "Noblesse oblige" is a motto whose recurring utterance cannot detract from its

significance. To whom much is given—youth, strength, opportunity—we look for much in return. Responsibilities, like charities, should begin at home. What do you owe, young girl, young man, to the family circle? To your parents, love, respect, your confidence and above all the returns of their teaching. As they have striven through the wearying years to instill into your young mind and heart the great lessons of honesty, kindness, truth, temperance, purity, fairness and the long list of those qualities of character that are most desirable; so should you strive to render them the debt you owe—the fruit of these teachings. For all the countless services and material benefits that have been yours because of father's and mother's loving struggles and sacrifices you owe them whatever of your assistance, physical or financial, you may be able to give. Beyond these things, however, will they prize your comradeship, the voluntary companionship that is pure "camaraderie" and has in it no sense of duty. To your home you owe cheerfulness, helpfulness and affection. You will be richer an hundredfold by living up to and responding to the obligations of family life than by playing the shirk and failing to "act well your part" in the little everyday dramas of domestic existence. To be a central figure in the home, radiating joy and good-will, beloved of the group around the hearthstone, is no mean niche in the world's work to fill. If that enviable position is yours, pray God that you may live up to its possibilities!

Your responsibility to yourself is also a part of your responsibility to others. "The evil that men do lives after them," but just as surely the personal contribution to the Universal Good helps along by just so much the salvation of the world. To bring out and develop the best that is in us, to express individuality in the highest terms, and to make the most of ourselves and our gifts under existing circumstances and according to "the light that is in us," are personal duties

that may not be shirked without missing the breadth and fullness of life that are the heritage of all who will lay claim to it. Inherited tendencies to evil, instead of being an excuse, are heavy responsibilities that call for vigilance and courage in the fight, but render more glorious the final victory. In overcoming "ancestral sins" and setting up a high standard of conduct for self you are laying a foundation stone for good and forming the character of future generations as well as your own. To have good health and its running mate, happiness, is a duty to oneself that should not be overlooked. A quiet, serene and well-balanced state of mind is more to be desired than the heights and depths of the more emotional temperament. Cheerfulness is infectious, it spreads spiritual sunshine as well as gathers it to itself. You owe to yourself also the cultivation of intellect, gifts, grace and charm of manner, sweetness of disposition and that "pleasing appearance" that will make you a delight to the eye, as well as a cherished member of the circle in which you move.

If the world is so full of responsibility, you ask, where then is there any time for amusement, jollity, fun? And what is life without the holiday spirit, the instinct to enjoy and drain the cup of gladness to its dregs? Ah, yes, this phase of existence must be considered, for is it not also one of our responsibilities—to make this old world a gladder, merrier place, to take time ourselves and help others to get all the fun—good clean sport and entertainment—that there is to be had out of life? Avoid cheap fun or questionable amusement that has a tendency to degrade and lower the moral tone or make us satisfied with less than the best. Outdoor sports will do much for body, mind and nerves—tennis, croquet, golf, skating, swimming, and the commonest and, perhaps, best form of recreation—walking. There is so much to see and learn in "God's great, green world" with its changing seasons and beautiful mysteries. There should

never be a gloomy or an ennuied spirit in the breast of youth, when "the world is so full of a number of things": social games, congenial comradeship, books, festive occasions, winter evenings around the fire, and all the thousand and one joys of living. Be sure to do your share toward the making of "good times"; if you have an especial accomplishment don't be chary of using it for the pleasure of others. Contribute your "lion's share" or mite, as the case may be, to the general good. And don't forget

that a good listener is always in demand and a spirit radiating goodwill and happiness is a wonderful asset in social life. Lastly, be temperate in your amusements as in all things else. Whether or not you accept as the proper division of your time the popular "eight hours for sleep, eight hours for work, eight hours for play," be sure that the life appropriately balanced as to these elements is the one that makes for the most perfect all-round development of body, mind and soul.

Regrets of a Tom-Boy

By HELEN M. PARSONS

With a sigh that might almost have been heard in the kitchen, I, Jane Markland, wife and mother, stood gazing at a hole. It was the beginning of September, and school was not far off, so it was necessary to look over and brush fall things, in preparation for the event.

The hole, that positively made me shudder, was in the lining of my ten-year-old kiddie's coat. How to mend it was the question? Patch it from the inside or out? Could I ever make it look well? It would surely show some time or other, when the boy took off his coat.

Oh, dear, if I had only been taught, when a girl, how to make a good-looking patch! There it was again! and there it always had been, ever since marriage; the things I ought to have learned—the constant regret.

My first sewing lesson—it makes me laugh when I think of it!—the disdainful air with which my five-year-old, curly-haired playmate had remarked: "Now, you've done it again! Sewed until your thread's so short you can't end it. Didn't I tell you to catch it over and over, before your thread got so short?"

I was six, and felt humiliated. Five-year-old Flossy was sewing crazy quilt squares with a superior air when no one had shown me yet even how to

hold a needle. But then Flossy had big sisters, and I hadn't, which made a difference. Sewing wasn't much fun, anyway, especially when you couldn't remember the endings.

Flossy was really sewing dolls' clothes, too. She didn't just cut holes for the arms, and pin the cloth across the back, any more. But dolls! I thought sliding down hill on a boy's sled, and steering sideways, was much more fun. Flossy couldn't do that. She just sat up straight, and ran into the snow banks all the time. She couldn't beat any boy at his own game.

To tell the truth, I had been called a "Tom-boy." Every time that Billy Smith and his brother had passed the house and shouted: "Tom-boy, Tom-boy," I had run in the house, stamping my feet in anger, and beseeching my mother, with tears in my eyes, to tell Mrs. Smith to stop her naughty boys calling me that dreadful name.

Little by little, however, as the name clung to me, deep in my heart I became proud of it—proud that I wasn't just like other girls. But since marriage! Oh, the little discomforting regrets! If I had only been a little more like them—those other girls.

When seven—I always think gratefully of the time, though it didn't seem enjoyable then—mother made

me stop playing, to learn to darn stockings. A few years later she sent me to a small sewing class, as she had to help earn the daily bread, and there was no more time for sewing lessons at home. We were given bits of white cloth to hem; we didn't really make anything, and poor mother thought me learning so much.

Money for a bicycle was earned, when thirteen, darning stockings, mostly, but no one ever taught me to patch and mend neatly my own clothes. Mother was so busy during the day, such work must have been done for me while I slept.

About my eighteenth birthday, Aunt arrived. "This will never do! Jane must learn to make her own clothes." She immediately started me making two black skirts—the most difficult thing—skirts. How they made my head ache! Horror of horrors, I had to wear them afterward!

Wasn't it a waste of time! Clothes are so easily bought nowadays; no one wants to wear them unless they are expertly made. But if I had only been taught to patch invisibly, to shorten a skirt or tuck it; to make stocks and fancy vests, or trim a hat; but alas! Here I am a mother. Fortunately, a mother of boys; but even then, with the nightmare of how to make clothes last and look well. I am actually shuddering at a patch!

Nor are sewing regrets the only ones to shadow the married life of a Tom-boy. There is cooking. Once I thought I would like it; but with hard lessons for home work, and the call of health in the great outdoors, what time was there ever for cooking! In my young days, schools didn't teach it, and there are still many private and public ones which do not; although the public schools of New York City have set an excellent example.

Not until my baby was getting into the three-year stage did I learn to cook, after four years of trials and tribulations. Constant fear that the maids would leave, as they did often, because their mistress had never learned herself what she was trying

to teach others—cooking and house-keeping. When those cooking lessons did come which made me master of myself and my household, they were doubly hard, as there were always the kiddies to think and plan for first. But when the course was finished, I could hold up my head and lay down the law. Do it, or leave it. Keep your position, or lose it; it makes no difference to me. The maids recognized the obvious, and kept their positions.

The Tom-boy has learned on the hard road of experience. No daughter of mine shall ever be thrust into married life without expert knowledge in housekeeping, sewing, cooking and the care of the child—but there, I haven't any daughters—only a plea to those who have.

Oh, mothers, don't, because your girls like to read, make that an excuse for doing everything yourself, and not teaching them the secrets of the profession you know so well; or because your cook doesn't like to be bothered with the young ladies in the kitchen, let your daughters enter life's hard race, bound hand and foot.

Every girl has got to cook sometime, somewhere. Perhaps only in her summer home over a week end, when maids can't always be rushed to the spot; but much of her happiness may rest on being able to do that little bit, and do it well. She cannot be a general in her own household, without first being a private in the school of household knowledge. The man who said that it was just as important to be able to boil an egg perfectly as know a Greek root from memory, never said a truer thing.

Let your daughter be the house-keeper for a month at a time—in the summer, if she is too busy during school time—even if the household suffers; you stand in the background, and explain the mistakes. If your cook rules your household send your daughter to a cooking school on Saturdays.

Home nursing courses are excellent. Every woman has to care for the sick once in a while. Why not let your

daughter be prepared, instead of saying "Oh, I will never have to do that," and then wasting all her time playing bridge and dancing. In choosing her profession, try to have it something she will need when she

marries, such as nursing, domestic science, or kindergarten, an excellent training for the future mother. Then your daughter is armed for the struggle of life, and does not fall among the wrecks of the battle field.

The Original White Wings

Gulls merit protection as scavengers on seacoast. Many render important inland services to agriculture.

The term "gull" usually is associated in the popular mind only with the long-winged swimmers seen along the salt water shores and in coast harbors. There are represented in the United States, however, twenty-two species or subspecies of gulls, including the gull-like birds known as skuas and jaegers. Of these some are true inland birds, frequenting prairies, marshes, and inland lakes. Flocks of gulls on the waters of our harbors or following the wake of vessels are a familiar sight but not every observer of the graceful motions of the bird is aware of the fact that gulls are the original "white wings."

As sea scavengers they welcome as food dead fish, garbage, and offal of various sorts, and their services in cleaning up such material are not to be regarded lightly. It will, however, surprise many to learn that some of the gull family render important inland service, especially to agriculture. At least one species, the California gull, is extremely fond of field mice, and during an outbreak of that pest in Nevada in 1907-8 hundreds of gulls assembled in and near the devastated alfalfa fields and fed entirely on mice, thus lending the farmers material aid in their warfare against the pestiferous little rodents. The skua also feeds on mice and lemmings. Several species of gulls render valuable service to agriculture by destroying insects also, and in spring hundreds of Franklin's gulls in Wisconsin and the Dakotas follow the plowman to pick up the insect larvæ uncovered by the share.

That at least one community has not been unmindful of the substantial debt it owes the gull is attested in Salt Lake City, where stands a monument surmounted by a bronze figure of two gulls, erected by the people of that city "in grateful remembrance" of the signal service rendered by these birds at a critical time in the history of the community. For three consecutive years—1848, 1849, and 1850—black crickets by millions threatened to ruin the crops upon which depended the very lives of the settlers. Large flocks of gulls came to the rescue and devoured vast numbers of the destructive insects, until the fields were entirely freed from them. It is no wonder that the sentiment of the people of Utah as reflected through their laws affords gulls the fullest protection.

BIRD RESERVATIONS

Of the sixty-eight bird reservations, some twenty-seven situated on the seacoast or on islands in the Great Lakes are visited by the gulls in migration and frequented by them during the breeding season. In these reservations the birds find safety from human molestation and local wardens have endeavored to reduce their wild native enemies to a minimum.

Among the birds frequenting these reservations are the glaucous-winged, western, herring, California, and laughing gulls. Thus these reservations protect several of the most important species of North American gulls.

Through the efforts of individuals and the National Association of Audubon Societies, guards and wardens have been employed along the coasts until it is probable that there is no important colony from Maine to Florida not guarded during the breeding season. A few colonies are protected on the Gulf coast, and on the Oregon coast breeding-places are guarded by State wardens. As a result of this protection herring gulls along the coast of Maine have increased considerably, while laughing gulls are beginning to be common once more in various localities where they had been almost exterminated.

LEGAL PROTECTION

Fully as important for the protection and increase of gulls has been the enactment of state laws prohibiting their killing at any time of year and of laws prohibiting the sale of their plumage. Gulls, with their close allies, the terns, have been among the greatest sufferers from the millinery trade. As is usually the case, the birds were shot on the breeding grounds during the height of the nesting season, thus causing the death not only of the parent birds, but insuring the death of the young birds by lingering

starvation. Some years ago the public awoke to the barbarity of such slaughter, and after much agitation New Jersey, in 1885, enacted the first effective state law prohibiting the killing of gulls. This example has been followed by other states until now—1915—there are forty states which protect gulls all the year. Louisiana protects them during the breeding season, February 1 to August 1, while five states—Montana, Idaho, Nevada, Arizona, and New Mexico—offer them no protection at any time of year.

The surest way to protect any given bird is to remove the temptation to destroy it, and so the most certain way to stop the killing of gulls for the millinery trade is to prohibit the sale of gulls' wings and plumage, so that the plume hunter can find no market for his spoils. To California belongs the credit of incorporating in the game law of 1895 the first law in this country prohibiting the sale of gulls' plumage for millinery purposes. Many states followed this lead until, in 1910, New York enacted the most drastic law of all, prohibited not only the sale but the having in possession of the plumage of any bird belonging to the same family as any of the birds of the state of New York.

Only he who regards the young with the eyes of love recognizes the real cause of most blunders, namely, childish weakness, and learns to bear them with patience.

He looks back upon his own youth and remembers how difficult it was to rid himself of his faults. It perhaps occurs to him that many a weakness of character troubles him even in his manhood, so that he, a mature man, frequently falls before temptation.

Then perhaps some humanity enters his heart, and, ashamed of himself, he recognizes that we never finish our education. This lesson teaches him to be twice as forbearing and considerate toward the mistakes of youth.

Goethe said "One must become older to become more gentle of heart. I see no mistake made, which I might not have made myself."

DR. HERMAN WEIMER

Oregon Child-Welfare Commission

By MRS. ROBERT H. TATE

President, Oregon Child Welfare Commission

The purpose of a Child-Welfare Commission is to make a survey of the educational, moral and physical conditions affecting children throughout a State with a view toward remedying existing evils and giving each boy and girl an equal opportunity for complete development.

As such a Commission is appointed by the Governor, who is ex-officio member, and results desired are obtained, or are to be obtained through education and legislation, the Commission might well serve as a clearing-house for organizations that deal with child problems.

The Oregon Child-Welfare Commission consists of five unsalaried members, and not a dollar from the State treasury has been used even to defray expenses. The biennial report to the Governor was, of course, published by the State.

A partial survey was made during the first two years upon the following phases: Educational and recreational; industrial; physical health and moral development; vaudeville and moving-picture shows; birth registration; medical inspection in rural and city schools; backward and dependent children; children born of illegitimate parents; also Institutional care of the deaf, blind, delinquent and feeble-minded children. The first report sent to the Governor and the Legislature embodied eleven special recommendations for adoption. Two were enacted into laws, namely, the one known as the "Model Law" on birth and death registration and the other on protection against infant blindness caused by the preventable disease known as ophthalmia neonatorum.

There were two reasons for other recommendations not being adopted; one because of the lawmakers' pledge to rigid economy and the other was utter lack of knowledge upon questions pertaining to the highest welfare

of children. It was this latter condition that led the members of the Commission to see that enlightenment must be given through some channel, if the desired legislation was to be obtained. With this end in mind and with the assistance of an expert from the Federal Children's Bureau, of Washington, D. C., a traveling exhibit has been prepared to be sent from Portland into each of the 35 counties before the Legislature of 1917 meets. It will be sent to the State Fair in September and in January to the State Capitol.

The exhibit has been prepared with a dominant note of prevention. It consists of folding panels or screens, five in a unit, each unit containing a graphic story depicting the special needs for Oregon as follows:

1. A hospital for the indigent sick and crippled children and where the latter may have educational advantages.
2. Private homes for boarding dependent children instead of orphanages.
3. Public kindergartens.
4. Children of illegitimate parents to be provided for and educated by the fathers until sixteen years of age, instead of by the taxpayers.
5. The establishment of a Parents Educational Bureau in every city of over 5,000 population; object, to provide education for parents in child nurture and the best home-making.
6. A Child Hygiene Division for the State Board of Health; object, rural inspection of public schools and printed matter giving instruction to parents on the physical welfare of children.
7. Eight months compulsory school law in every county.

STATE INSTITUTIONS

1. *Feeble-Minded School*.—A commitment law; sterilization for all

granted parole over ten years of age. Segregation of high-grade feeble-minded from imbeciles; hospital facilities; separate cottage for epileptics.

2. *Deaf School*.—Extension work in the way of day schools for deaf children over three years of age where oral speech only is taught; object, to give these children who are normal in every other way the advantage of home environment and parents' love. Also education for parents along lines of right handling of their deaf children and of mitigating or preventing deafness.

3. *Blind School*.—Better facilities for the partially blind and greater provision for industrial work. Also a market for products made by inmates.

4. *Boys' Training School*.—Segregation of the younger delinquent boys from the older boys and segregation of the dependent boys. More industrial training. For preventive work, a State Juvenile Probation Commission.

5. *Girls' Training School (Recently Built)*.—Its greatest needs will be shown, also the importance of the State giving the delinquent girl an opportunity to live right. The itinerary has been arranged for transporting the Exhibit, which will be fostered at each city by its leading club.

The Commercial Clubs, Woman's

Clubs, Parent-Teacher Associations and the W. C. T. U. will all coöperate. The University of Oregon will give lectures in connection with the exhibit through their extension department. The superintendents of the various state schools will also give talks whenever feasible.

How is all this to be financed when the Commission has no appropriation? The various organizations, boards and institutions have discovered the importance of educating citizens to see that only through preventive measures can we hope to stem the tide of evil now existing and which confronts thousands of children in our commonwealth today.

They realize that thousands and tens of thousands of dollars of the taxpayers' money are being used for cure and almost nothing on the fundamental or constructive work, prevention.

Therefore, each will share in the expense of the particular unit covering the special phase in which it has been interested. All workers and lecturers are giving their services voluntarily.

With the coöperation of the leading citizens in every county and the State Board of Control, we hope for results at our next legislative assembly that will mean greater protection for childhood.

Wear a sunny face; it is never out of style; everybody likes it, whether he has one or not; wear it every day, it won't wear out, nor wear out its welcome; it will open the doors that no other key will open; it will make the world better;

really, truly sunny faces are but the outward evidence of sunny hearts and sunny thoughts. Take notice, a sunny face is not a silly, simpering, sappy face.—*Moderator Topics*.

Mother, Guard your Daughter's Manners

By JENNIE CAMPBELL DOUGLASS

To allow a child to grow to maturity without a knowledge of good manners and right customs is cruel. There are mothers who because of complete disregard of conventionalities are blind to the isolation that will be the lot of their daughters if they are brought up in ignorance of social proprieties. Those parents are far more excusable who, because of having themselves been neglected in this respect, are not acquainted with social amenities. However, the earnest mother who resolves that her daughter shall appear as well as any girl with whom she is likely to be thrown in school, business, or in social life, will find sources from which she may gain necessary information without in any way compromising her personal dignity. In a democracy lines are but faintly marked and are often crossed and recrossed. Consequently all must be prepared for the unexpected.

Recently in a settlement house meeting for the organization of a mother's club, one of the women said to the superintendent, "Mrs. S. should be our president, for she lives different from the rest of us." "In what way do you mean," asked the worker. "Well, she always sees that her children are polite to each other, and she keeps them acting always as if they had company." Mrs. S. was made president, and later was induced by the superintendent to tell the story of her life, that other mothers might be led to improve their home living.

"When I was just fourteen my Sunday-school teacher invited all of her class to her home. I was the only poor girl in the class, and most of the members were intimate and chummy, so I was quite out of the conversation before supper, and when we gathered around the pretty table I was even more completely out of my element. Our family seldom sat down together at meals, and the

table was never set in an orderly fashion. When we wished food we were quite likely to gather together what we found and sit down at one end of a littered oil-cloth covered table. On Sunday when father was home from work and a better dinner than usual was prepared we observed some sort of decorum, sitting down together, usually, but eating noisily, and dipping informally into the central dishes.

"The passing of food by a daintily dressed maid, the pretty array of china, and most of all the arrangement of silver at my plate, bewildered me. I was painfully conscious that the girls were looking at my awkward mistakes, in surprise, and that the teacher was tactfully trying to draw their attention to herself, so that I might suffer less. But I shall never forget the heart-breaking experience of that evening. I was different from others; these girls accepted naturally conditions that were new to me, and I felt that they were little ladies and I just a little animal.

"Not a mouthful of the delicious food could I swallow, and when at last the rest went into the reception room for games I slipped into a dark corner of the hall and used my coarse little handkerchief assiduously though noiselessly. Consequently two little girls near the door of the reception room did not know of my nearness and discussed me freely. I found that my clothes smelled awfully of cooking, that I did not look neat, that the ten-cent bracelet I wore showed I was not well brought up.

"The kind teacher coming to find me carried me off to her mother, and in the arms of this older woman I poured out my grief. Well, I cannot go into details concerning the life that followed. I was much in this sweet home and learned there of the niceties of life. When I had children of my own I determined

that although we were poor my girls should never endure the mortification I had suffered, and it has been my struggle always to seat them at an orderly table, to provide for them well-aired bed-rooms where they may hang their clothes away from cooking odors, and in all ways to make them fit to be entertained with girls who live in handsomer homes. It is not that I wish them to associate with young people who are in a different position in life, it is simply that I wish them to be comfortable anywhere.

"We serve our simple meals in two courses, the girls waiting upon the table. Our silver is only plated, but we have enough to put all we need upon the table in proper order. I never lose an opportunity to go into furnished rooms in department stores to seek ideas for the conduct of our simple home. I have a book on social manners and customs which I study, and a woman's magazine. We try to live up to these teachings every day, and we practice courtesy in our relations to each other.

"My girls are taught that ladies are as careful of their underclothes as of their dresses. They are kept away from cheap jewelry by a real dislike for tawdry things which I have taken pains to instil. They dress plainly but neatly and are never slovenly dressed in their home. They must be accustomed to living correctly if they are to do it naturally when they are associated with nice people. They have been entertained by their Sunday-school teachers and

always came home radiant with their good times, and when I contrasted my awful experience my heart sang for joy."

There was a woman who was making the home of a hard-working artizan more attractive than is many a home where plenty abounds. How many mothers live daily "as if they had company?" There are children in pretentious homes who are discourteous to each other, and thoughtless of the rights of brothers and sisters. There are many whose manners are so poor that when company comes they are not allowed the privileges of the first table. If fine linen and table manners are not ancestral it is all the more necessary that the coarse linen be clean, the manners carefully guarded, so that when daughter visits her friends or when she is thrown in a business way into refined company she may not find herself markedly different from them and be self-conscious.

If mothers, no matter what their social or financial standing, faithfully cultivate in themselves the manners they desire for their daughters, they will discover that example wields a quiet, effective influence which greatly emphasizes precept. It is worth while too to remember that continual watchfulness in little things will accomplish far more than spasmodic efforts. The overcoming of careless habits is a more difficult task than the fixing of correct manners, where no great lapses have occurred.

"When we are better mothers, when men are better fathers, there will be better children and a better world. The sooner we feel the value of beginnings, the sooner we realize that we can

put bunglers and botchers anywhere else better than in nursery, kindergarten, or primary school, the sooner we shall arrive at better results."—*Kate Douglas Wiggin.*

The Experiences of a State Press Chairman

When I received my appointment as State Press Chairman, I felt that I had been greatly complimented and set to work to show my appreciation of the compliment and to prove that my president had made no mistake in making her selection.

My ambition was to have the best monthly report in the *CHILD-WELFARE MAGAZINE*, the official publication of the organization I represented. Accordingly I sent letters to the president of every organization belonging to the National Congress of Mothers in the state, asking for the name and address of the chairman of her press committee. Most all of the presidents replied, but about three fourths of them said they had not appointed a press committee but would do so soon, and perhaps did, but failed to report the appointment. Bravely I had set out to do a work, so I tried to overlook these seemingly trivial things, though I realized that by this oversight of the presidents, three fourths of the organizations of the state who were paying their dues and were entitled to all the advantages of the national and state organization were going to be deprived of something which was rightfully theirs, that is, a personal interest in the magazine.

With the feeling that they did not understand my meaning I hastened to do the work I had planned, expecting to write those presidents later but never found time.

My next duty was to write to the press chairmen whose names had been given me, and about two thirds of them replied, some saying that they would be glad to report to me any news they had, but never wrote again, though by consulting the treasurer's book I found that most of the organizations continued paying dues and were, I presume, holding interesting meetings, but no report was ever sent to me, nor so far as I could learn were these meetings being reported to local newspapers except when the Editors were

interested enough to have a representative attend the meeting and get their own report. Just why the president had appointed a press committee at all was always a question in my mind, but presume it was through mistake; or just to comply with my request.

My committee was now less than half the size I had expected it would be, but I was hopeful that those I had would inspire others to join the ranks later, the thing to do first seemed to me to be to get all I could to work as quickly as possible, and if each press chairman I had written should report once each month, I would have too much for the magazine, and I felt sure that I could count on the majority of those who had written, so I went to the editor of one of the largest daily papers in the state and reported my dilemma. With a knowing smile which I did not at that time understand, he said surely he would be glad to help me out and would give me a column in his paper twice each week or more if I cared to use it. Such generosity startled me for I knew the value of space in his paper, but I accepted his offer. The days were specified when I should deliver my "copy" to him. I could have any two days I chose except Sunday, but my material must be in his hands by four o'clock the day previous to its appearance. Nothing seemed more simple to my inexperienced mind and I went home light-hearted, for I was sure the work of the organization in which I was so vitally interested was soon to be known to every one in the state.

I called by telephone every press chairman I could reach, telling them the good news, then wrote letters to every one whose name I had been able to get and could hardly wait for the ten days to be up when my first "column" was to appear under the beautiful "heading" that had been made especially for the benefit of the organization I represented.

Three days before the time was up

I had only received five or six articles and some of them were only two or three lines, and as I was to have a whole column, I did some more telephoning, and, with the help of the secretary's books, made quite a nice column.

Tuesday and Friday never seemed quite so close together before, but I thought of nothing else night or day but that "column." I consulted the state records for new organizations and wrote the presidents immediately. I thanked every one who sent a report as though they had conferred a special favor on me, telling them when and where their article would appear. I am sure I wrote three letters asking for information for every one I received, but I kept hoping that soon a change would come.

For two years the "column" appeared twice each week. There were a few faithful ones, but they could only report for their own organizations, and to avoid monotony there should be many to choose from, so I went to the editor, who had never uttered a word of criticism or complaint and had been most gracious, complying strictly to all of his promises. After telling him what he already knew, which was that press committees would not report, I told him I would have to give up, he suggested that I continue a while longer and only attempt to fill one "column" each week. I thought surely I could do that and I could not give up the wonderful opportunity of telling so many thousand readers of this organized work for the welfare of the child.

Other editors asked me for reports, but I was so busy trying to get the members of my committee to report and "coddling" them when

they had reported so that they would report again that I had no time. Writing the state news for the magazine once each month and a column in the daily papers once or twice each week, with an occasional report to all the largest newspapers in a state, would not be difficult if reports were sent in promptly by each press committee.

I am not a state press chairman now and I am not giving this to boast of what I have done, but I believe this has been the experience of practically every state press chairman, especially of newly organized states, and I am hoping that if the editor of the CHILD-WELFARE MAGAZINE will give space for this letter that every member of every press committee who reads it will put herself in the place of the state press chairman and give her more support.

If each member of each press committee of the National Congress of Mothers and Parent-Teacher Associations will report every meeting of her organization, both to the local press and to her state press chairman you will hardly be able to pick up a paper that has not something regarding this wonderful work. The editors are with us. They believe in our aims and purposes. Let us show them that we believe in them too.

I feel that as a state press chairman I was not a success, though neither the quality nor quantity of my work was ever criticized. Who then was to blame for my failure? It matters not now, but I hope an awakening among press committees will soon come.

Yours most cordially,
AN EX-PRESS CHAIRMAN.

Legislative Work for the Kindergarten

KINDERGARTENS MADE OBLIGATORY ON PETITION

A number of inquiries have come to the Kindergarten Division of The United States Bureau of Education regarding the law in California under which many new kindergartens have recently been added to the public-school system.

The special advantage of this law lies in the fact that, on petition of the members of the public directly concerned—the parents or guardians of twenty-five or more children living within a mile of an elementary school—the establishment of kindergartens becomes obligatory. The law provides for the expense of the kindergarten by special tax, levied in and for the district. Thus, if the interest warrants it, the way is opened for accomplishing the desired result with the least possible formality. The only restriction imposed is that after the first year in which kindergartens are established in any locality, their increase shall be controlled by the school authorities.

As this bureau has a special collaborator in California who is working with parents and school officials to bring about the establishment of kindergartens, it has been possible to observe the practical workings of the new law at first hand.

California, as is still the case with many other states, formerly had a law *permitting* the establishment of kindergartens, and under this statute it maintained only 149 kindergartens, in 1912. The following year its mandatory law was passed and in 1914-15 the number of kindergartens had more than doubled, reaching 315. The last report from the state was that 64 additional classes were to be opened in the fall of 1915.

OUTLINE OF KINDERGARTEN BILL

For those contemplating similar mandatory legislation, the following outline, combining the valuable features of the California law with some

of the best provisions contained in other state laws, may be helpful:

1. *Establishment of kindergartens*—mandatory on petition of parents or guardians of 25 or more children of kindergarten age living within one mile of school-house.

2. *Body having administrative control*—regular school authorities.

3. *Financial maintenance*—regular school funds or, if necessary, special tax.

4. *Kindergarten age*—four to six.

5. *Qualifications of kindergarten teachers*—diploma from training school having two years' kindergarten course which is approved by state educational authorities, and successful examination given by proper official authority.

6. *Licensure of kindergarten teachers*—by official body having charge.

SUCCESSIVE STEPS IN LEGISLATIVE WORK

In initiating or improving kindergarten legislation, workers in various states have found the following plan of action helpful:

1. To have a strong local organization stand sponsor for the bill.

2. To have the bill drafted by a lawyer, in conformity with the laws of the state.

3. To secure the approval for the measure of the State Commissioner of Education, superintendent of schools in each large city, presidents of kindergarten associations, principals of kindergarten training schools, presidents of state and private universities, president of State Teachers' Association, editors of all school publications, chairmen of Legislative and Educational Committees of the State Federation of Women's Clubs, chairman on Kindergarten Extension of State Congress of Mothers, boards of trade, chambers of commerce, civic organizations.

4. To have the bill introduced into both houses of the legislature by influential members.

5. When the bill has been referred to the Educational Committee of House or Senate, to ask for hearing, and arrange to have the subject presented at the hearing by the most influential and best informed speakers among those interested.

6. To have newspaper articles specially prepared and published in as many localities throughout the state as possible; distribute literature on the subject; circulate petitions; have personal interviews with legislators.

7. To keep constant watch over the progress of the bill.

FACTS ABOUT THE KINDERGARTEN WHICH LEGISLATORS MAY WISH TO KNOW

1. *What the Kindergarten Is.*—The kindergarten seeks to guide the natural activity of the child, during the years from four to six, in an orderly and well-rounded manner. It gives impulse to right thoughts and feelings and useful action, in such a way that not only is the child's best mental and physical development subserved, but there are implanted in him principles and ideals with which he shall meet to best advantage the problems of the larger life of succeeding years. In the kindergarten children learn with eagerness to observe understandingly, to work because they love work, to use their hands deftly, to be considerate of others, and to have the best thoughts and feelings. Thus, at a most important habit-forming age, through the natural, happy ways of play, they are given a right start on their sometimes difficult journey. The kindergarten may mean all the difference between their becoming good or bad citizens later in their lives, and, in any case, it makes for a much higher expression of their innate beauty and strength than do the narrow homes and very broad streets from which so many of them come.

2. *Organization of Kindergarten.*—This is most effectively accomplished with an enrollment of fifty children,

a head kindergartner and an assistant kindergartner.

3. Approximate cost per child of equipping kindergarten—\$5.

4. *Approximate Cost per Child of Maintaining Kindergarten.*—This would depend upon the amount paid for teachers' salaries (see 5), plus the cost of temporary materials which averages \$1 a year, per child.

5. *Salary of Kindergarten Teacher.*—Since a kindergartner has had a good general education and two years' special training, she should receive at least the minimum salary of a grade teacher, and her hours of service should be the same. In addition to teaching in class for three hours in the morning, her duties comprise preparing materials, conducting mothers' meetings and making visits to the children's homes during the afternoon. The afternoon duties of the kindergarten teacher are considered as essential a part of the kindergarten program as her class work. If in some instances mothers' meetings and visits to the homes are not possible for local reasons, the services of the kindergartner may be utilized for special purposes. For instance, it would be helpful to have her practice advanced kindergarten methods in the grades. This experiment has been successfully tried and, moreover, suggests itself as a valuable means of adjusting kindergarten and primary.

Detailed information on the following points will be furnished on application to the Kindergarten Division of the bureau.

6. Present legal provisions for kindergartens, in your state.

7. Number of kindergartens already established in the public school system of the state.

8. Number of children of kindergarten age in the state.

9. Number of children in the state in kindergartens.

10. Number of kindergarten teachers in state.

11. Number of classes for training kindergarten teachers in state, and

approximate number of teachers graduated each year.

12. Provisions for accepting teachers trained outside state.

13. Summary of laws in other states relating to kindergartens.

BULLETINS AND CIRCULARS FOR USE IN LEGISLATIVE WORK

The following bulletin and circulars, which may prove helpful in acquainting legislators and others with the purpose and value of the kindergarten, can be obtained upon request:

Kindergartens in the United States. Statistics and Present Problems. Bulletin United States Bureau of

Education, 1914, Number 6, 133 pages, illustrated.

Comparative Table for 1914, Showing Number of Kindergartens in each State. Two-page circular.

Why Should the Kindergarten be a Part of the Public School System? Four-page circular.

How the Kindergarten Helps the Grade Teacher. Four-page circular.

How to Start a Kindergarten. Four-page circular.

Your Children and your Children's Friends. Illustrated, two-page leaflet on social importance of kindergarten.

Every Little Boy and Every Little Girl. Illustrated, two-page leaflet on value of intellectual and manual training given in kindergarten.

The Moral Welfare of Children

At the opening of this new century we are reaping the fruits of our knowledge and obedience to nature's physical laws of order. Ours is a scientific age. And yet we cannot shut our eyes to the fact that society is already overburdened with the evils that oppress us because of the prevailing ignorant and wilful violation of the higher laws of this moral universe. Crime, vice, physical and mental degeneracy are multiplying to an alarming degree our institutions for the protection of society and for the care of the violators and victims of violated moral laws. Intellectual power undirected by worthy aims of industry and social service has proven to be proportionately dangerous to social welfare.

In this age as in every age, the deepest and most urgent problem of human training is that of moral training; and as your committee is frankly of the conviction that the only rock-sure foundation of moral life is in the awakening and nurture of the religious instinct and outlook upon the World, it does not hesitate to add that religious culture, taking that term in the large untrammelled sense, in a crying need of the youth of our

time. How this religious, or religious-minded, education is to be achieved among our people, does not perhaps belong within the province of a commission operating under the laws of an American state to specify. The best we can say is to urge that whatever tends to open the sensibilities and intellects of our people to the deeper and farther issues of life, to beauty, sublimity and wonder, to the mystery and infinity of the universe about them, is of the true nature of religion, and that our schools and our homes and every other social agency, along with our churches of every creed and type, should earnestly coöperate to surround our children and growing youth with these influences. This secularly preoccupied epoch of ours needs constantly to remind itself of this religious duty towards itself and its own children.

As regards the moral training proper it is our conceded privilege to speak out. In spite of all that has been said and done, the business of moral education in our schools remains imperfectly executed and imperfectly emphasized. Not only should our authorities and our teachers in their formal gatherings come back again

and again to this momentous question, but the banded parents of the state in their literal hundreds of new Parent-Teacher groups and circles should direct their attention upon it. We would make free to suggest that such groups of parents undertake not only systematic studies and programs in the moral education of

children, but that they candidly undertake courses of reading and study looking to self-education alike in technical efficiency in the tasks of moral child-training and in one's own keen steady interest and full sense of responsibility towards moral values in schooling and in parenthood.

The School Plant and Recreation

Men will not tolerate in a public-school building a performance they might witness without protest in other places, says Clarence A. Perry, in a bulletin just issued by the U. S. Bureau of Education. For this reason Dr. Perry thinks the movement to use the school plant for social and recreational purposes is destined to purify as well as popularize amusements.

"The teaching staff and other machinery of the public schools are dedicated by the people to a betterment service," says Dr. Perry, "therefore society will not permit the building erected solely for that purpose to be put to a contrary use."

Statistics gathered by Dr. Perry from 45 leading cities in the United States show that in one month there were over 800,000 attendances upon evening functions in the public-school buildings of these cities. The bulletin declares that these figures mean so many evenings spent in wholesome activity by persons many of whom would otherwise have spent that time in less beneficial or in positively harmful pastimes. "These 800,000 instances of the influence of the school in one month, whether scattered over many persons or concentrated upon a few, indicate the

tremendous force for righteousness that was extended by one month's extension work in these 45 cities."

"The public character of all functions held in the school buildings has the effect of censoring those functions," asserts Dr. Perry. "The activity which a group heartily, publicly, and unshamedly seeks, affords the kind of expression that its members need. When youths and maidens consort in the public-school building in social life we may be certain that instincts of racial importance are being cherished instead of exploited."

"Unfortunately," says Dr. Perry, "a large number of young people, in the heyday of life, are devoting their ample margins of energy to passive amusements and degenerating satisfactions. What holds these young people back from profitable pastime is lack of meeting places and of leadership. Suitable meeting places and wise leadership would, for a vast majority of them, change the evenings of waste and drifting into times of upbuilding and character-strengthening. The opportunity which society needs for this purpose it possesses in the vast equipment of the public school which lies idle otherwise during the period of popular leisure."

Play

By HAZEL LUNDBY

"All work and no play
makes Jack a dull boy."

So runs an old saw, which, from an educational and psychological viewpoint, like many another ancient quip, is now coming into its own. We are coming to a realizing sense of the *value of play* in the scheme of life, and have discovered that play-time is vastly important in considering Jack's future well-being. To-day we appreciate not only the necessity for Jack's playing but know that it must be both directed and supervised if best results are to follow.

Jack's playground is, in miniature, a battlefield of life, whereon he first learns those great lessons of initiative and team play which will be of the utmost value throughout his manhood. Through play he acquires coördination of mind and muscle, learns to give and take, to know his own rights, his own limitations, and to respect those of others; through play he early develops those proper reflex habits that make for muscular efficiency in after years. As necessary as is the acquirement of habits of initiative, judgment and decision in the making of our future man, there comes to him through properly supervised play that greater lesson, team work. We may well define initiative and team play as Jack's ability to play his base for his nine.

What we have said about Jack and his play is of equal import to his sister Ann, who has her own peculiar part and special problem in the game of life and must be trained in both initiative and team sense, if she is to travel easily and well in the double hitch that bespeaks married peace and lasting good for the race.

But as important as play is to childhood and boyhood, it, like a sense of humor, is never out of place in any sane and well-considered philosophy of life; and so play, or, if you prefer the more dignified if less comprehensive term recreation, is a necessary

factor in our lives from the cradle to the grave. This fact is brought home to us with greater force, not because it is a discovery of our modern psychologists, but is due rather to changing social and industrial conditions which emphasize its latent significance and bring home to us the need of a new viewpoint and the remodeling of our practices.

But the school!

What is its sphere and its relations to the new dignity and newer value given to play?

Burdened as it is with the increasing shortcomings of our changing home life, the school must bravely add this burden to its already overloaded shoulders; although, if we are to believe our critics, we are none too well acquitting ourselves of the onerous duties heretofore shunted upon us, to use a mixed metaphor, because there appeared no better siding upon which they might be left for unloading at so small an expenditure of the dear people's moneys. So to the three R's, English, the classics, physics, physiology and hygiene, temperance, narcotics, manual and vocational training, et cetera, we must add play and the school must take it upon itself to teach the child not only how to play but must interest the home in the game.

Truly the contract is a large one, but the school is beginning to find the answer to the demands made upon it and is slowly awakening to its duty and its opportunities. More and more is the school becoming a socialized thing—a mother and a father to its pupils— orphaned by industry and the strange social usages, due to the drift cityward of our rural folk and the industrializing of our urban populations. Conditions are forcing, willy-nilly, the school to become a leader in the present day movement for organized play and it must join hands with the nationwide influences for the socializing of the life of the people.

It must cast in its lot with the Boy Scout movement, the Camp Fire Girls; it must teach folk dancing to the music of a victrola—a necessary part of the equipment of every well-conducted school; it must organize clubs to do many things from raising corn to canning tomatoes; and our school grounds need to be supplied with slides, giant strides, basket-ball goals, and best of all, we are told, with a volley-ball equipment, suitable alike for boys and girls, the game that can longest be indulged in by boys of larger years. Our school houses must become social centers where all may meet upon the common ground of good will, good fellowship and good citizenship. Here may foregather pupil and parent, teacher and director, the poor and the richer, the wise and the ignorant, inspired alike by the

spirit of get together that will help in the solving of many of our pressing social and economic problems. Man is a social animal and it has been well said that it is not good for him to live alone.

Let us not fail in recognizing that we are in the midst of the ground swells of a movement for the making of our school grounds into playgrounds, and our school houses into social centers, open the year round, to all the people, and that in this movement, as in many others, the school is the point of easiest approach, the point of vantage. As teachers, we must array ourselves upon the side of modernism, we must prepare ourselves for leadership upon the playground and to take our part in the socializing of the school.

Letter Friends in Boy Scouts

Boys in all parts of the United States are exchanging letters and picture postcards with boys in practically all of the countries of the world. In order to encourage and assist them in this exchange, the national Scout organization publishes each month in *Boys' Life*, the official Scout magazine, the names of boys in all lands who desire to receive such letters. Arrangements have been made with Scout organizations in countries in Europe, Asia, Africa, and South America, so that a letter written by any American boy, whether he is a Scout or not, to a boy in almost any other country will be delivered to one who, in all likelihood, will send back as interesting a letter as he gets. The only requirement is that the letter intended to be forwarded shall be enclosed in its own envelope (unsealed and bearing the proper postage) and sent in another envelope addressed to the Editor of *Boys' Life* at the National Headquarters, 200 Fifth Avenue, New York. After the first letter is exchanged in this way, the boys correspond with each other direct.

Scout officials and school teachers throughout the country are encouraging and assisting their boys to engage in this international correspondence. It will be great fun for the boys, will enable them to understand each other and each other's country better, and will make friendships which undoubtedly will be beneficial later in various ways.

It is important that the first letter contains interesting information. A boy should write something about his city, his school, his Scout activities if he is a Scout, and, if possible, send also a picture postcard of some local scene. If the writer is especially interested in any subject, as for instance stamps, he should mention it. The magazine may be able to put his letter in the hands of a boy who is especially interested in the same particular subject.

Here is a splendid chance for the boys to make friends all over the world. It is hoped they will take advantage of it.

Schoolhouse Sanitation

Forty states of the union have taken some legal action toward safeguarding the sanitation of public-school buildings according to a bulletin on "Schoolhouse Sanitation," just issued by the Bureau of Education of the U. S. Department of the Interior.

"Probably nine tenths of the existing regulation of this sort has come within the past decade," declares the bulletin. "Each state profits by the experience of 47 others. A law passed in one extreme of the country today is copied next month or next year by a state 2,000 or 3,000 miles distant."

Thirty-eight states have some legal provision regarding the school site according to the bulletin. Nearly all of these provisions are state-wide in their application, and are mandatory in character. These provisions include the proximity of "nuisances," availability of the site, and size of the site. Nineteen states have laws prohibiting the location of school buildings within a specified distance from places where liquor is sold, from gambling houses, houses of prostitution, and noisy or smoky factories.

Thirty of the states have sought to regulate the water supply of the public school. "The revolt against the common drinking cup," says the bulletin, "has come within the past five years. Kansas was the pioneer, but other states followed rapidly, so that now half of the entire number have either a law or a regulation regarding drinking cups."

Some form of protection against fire and panic is found in 36 states. Blanket regulations, or the power to make such regulations, exist in 12 states. General or special construction with a view to fire prevention is dealt with in 10 states. Thirteen of the states have something to say as to corridors and inner stairways; 24 have regulations as to exits, and 25 as to exterior escapes; 10 mention alarm and fire-fighting apparatus; and 11 states provide by law or regulations for fire drills. Less than half the states, according to the bulletin, have any legal word on ventilation. Thirty cubic feet of fresh air per pupil per minute is the conventional amount specified.

In the matter of cleaning and disinfecting, slightly more than one fourth of the states have regulations which control conditions to any degree outside the districts themselves. Some of the laws and regulations are almost model; others are wholly inadequate. A few state boards of health have done notable work in this particular. Special cleaning and disinfecting follow in seven states immediately upon discovery in any school of any of a certain class of diseases. "Three of the states have a special list of specific diseases that call at once for action. This list includes scarlet fever, smallpox, and diphtheria in all three states, measles in two, and infantile paralysis, epidemic spinal-meningitis, and bubonic plague in one each."

The best thing to give to your enemy is forgiveness; to an opponent, tolerance; to a friend, your heart; to your child, a good example; to a father, deference; to your mother, conduct that will make her proud of you; to yourself, respect; to all men, charity.

MRS. BALFOUR.

Time is the threshold of Eternity; Death is the door; and the path leading to the threshold is the inheritance passed on to you by the generations behind you, making you what you are. Take heed, therefore, how you live, for you yourself are making the path by which your children must travel.

FLORENCE GOODFELLOW ROGERS.

Cooperation of National Congress of Mothers and Parent Teacher Associations with International Kindergarten Union

THE REPORT OF THE JOINT COMMITTEE

At the International Kindergarten Union meeting in Cincinnati, in 1912, a resolution was passed appointing a committee of three from the International Kindergarten Union to join with a committee of three from the National Congress of Mothers and Parent Teacher Associations for the purpose of planning coöperative work whereby these two important organizations could promote each the work of the other.

The National Congress of Mothers and Parent Teacher Associations in coöperation with all of the important women's organizations of the nation, has called into existence the three International Congresses for the Welfare of Children. It is connected with the Bureau of Education, and has distributed many thousands of pamphlets on the various subjects connected with child welfare; it has furnished many enthusiastic and well trained speakers for conventions, free of charge; it has thoroughly organized many state branches with county and town branches in good order and coöperation; it publishes a monthly journal entitled the *CHILD WELFARE MAGAZINE* which reaches thousands of homes.

It is in coöperation with the National Educational Association and the Department of Superintendents and can therefore be of untold assistance to our cause. Since the appointment of the Joint Committee at every convention of the National Congress of Mothers and Parent-Teacher Associations, kindergarten literature has been distributed and a report has been read concerning the International Kindergarten Union. During the months of April and May the National President, Mrs. Schoff,

and the First Vice-President, Mrs. Bright of the National Congress of Mothers and Parent-Teacher Associations have attended fifteen important conventions in their trip across the country from the Atlantic to the Pacific. The Kindergarten subject was presented by Miss Bessie Locke, Special Collaborator of U. S. Bureau of Education and Chairman of Kindergarten Extension of the National Congress of Mothers and Parent-Teacher Associations, as secretary of the National Kindergarten Association, which is coöperating with Commissioner Claxton in conducting the Kindergarten Division of the U. S. Bureau of Education. The literature mentioned above was supplied by the National Kindergarten Association. At each of these conventions time was given for the kindergarten speaker to explain the value of the kindergarten, to make an appeal for legislation on the kindergarten in such states as did not already have a law permitting the establishment of kindergartens in public schools, and for the distribution of kindergarten literature.

In view of this hearty coöperation on the part of the National Congress of Mothers and Parent Teacher Associations your committee would suggest that the International Kindergarten Union pass a resolution asking the president of each of its branches to lay before the members of her branch the desirability of members joining the Parent-Teacher Associations, and to ask each member who complies with this request to send a report of her work to the chairman of the joint committee, Miss Elizabeth Harrison, 2944 Michigan Boulevard, Chicago, Illinois.

Teach Keeping People Well as Profession for Women

Keeping people well is a new profession for women.

The University of California is going to help women train themselves for success in this new occupation by giving courses in the next summer session at Berkeley, from June 26 to August 5, of special value to women who want to help keep people well by serving as visiting nurses in school departments, as neighborhood visitors who show young mothers how to keep their babies fat, happy, and healthy, as professional nurses, as social service workers who follow up hospital cases in order to aid families to remove the causes of illness and poverty, as teachers of hygiene and physical education, or who want to engage in some of the manifold other work by which extraordinary results are being obtained in cutting down the death rate, lengthening the average of life, and waging successful warfare against poverty and disease.

Six well-known California experts have accepted an invitation to cooperate in this work by giving five lectures each in the summer session on various phases of "The Social Aspects of Public Health." George L. Bell, secretary of the California State Immigration and Housing Commission, will lecture on "Housing"; Dr. Louise Morrow, on "Medical Social Service"; Dr. Allan F. Gillihan, president of the Berkeley Board of Health, on "Welfare Work in Factory and Shop"; Miss Edith L. N. Tate, director of the Bureau of Tuberculosis of the California State Board of Health, on "Tuberculosis"; Dr. Ernest B. Hoag, on "Medical Inspection of Schools"; and Miss Anna C. Jamme, director of the Bureau of

Registration of Nurses of the California State Board of Health, on "The Health Visitor."

Dr. Adelaide M. Brown, member of the California State Board of Health, will lecture twice a week throughout the summer session on various applications of personal hygiene and public health to the welfare of women and children.

Miss Katherine Felton, secretary of the Associated Charities of San Francisco, will give a six-weeks course on "Social Insurance in Relation to Public Health," dealing with the principles of insurance against accident, sickness, unemployment, and old age, with especial reference to insurance as a public health measure.

A "first aid" course, to teach men engaged in industrial pursuits or in school or playground work how to handle emergencies, how to bandage, apply splints, transport the injured, or start artificial respiration, will be given by Dr. Charles L. McVey; while a similar course for women, dealing also with emergencies and the home care of the sick, will be given by Dr. Kate Gompertz.

How to prevent the spread of communicable diseases will be taught in a course on "Essentials of Epidemiology" by Professor John N. Force. Miss Dolores E. Bradley will give laboratory instruction in bacteriology, and laboratory and field work in public health problems will be conducted by Professor Force and Miss Ida May Stevens. Opportunity to engage in research in bacteriology, hygiene and public health will be provided for properly qualified persons, under the direction of Professor Force and Miss Stevens.

Foods Suitable for School Children

By MISS AMY KELLY

Food Classified	Uses in the Body
Carbohydrates.....	Produce heat and yield energy.
Example—Sugar and starch.	
Fat.....	Produces heat and yields energy.
Example—Butter, olive oil, etc.	
Protein.....	Produces heat and builds tissue.
Example—Egg white, lean meat, curd, legumes, etc.	
Water.....	The body is over 2/3 water.
Mineral.....	Builds bone, red corpuscles.
Calcium, (lime), iron, phosphorus, sulphur, potassium, magnesium.	

What is food? Food is that which, taken into the body, builds tissue and yields energy.

GENERAL RULES FOR COOKING CLASSES OF FOODS

Carbohydrates, Starch, Sugar, Etc.—In the cooking of starch, the main object is to render the starch soluble and hence digestible. Starchy foods are cooked at boiling point or above.

Protein—Milk, Meat, Eggs, Cheese.—Foods belonging to this class are all cooked below the boiling point. Protein food should form about 10 per cent. of meal.

BREAKFAST

Fruits—Valuable for Carbohydrates and Minerals.—Oranges, bananas, baked apples, stewed dried fruits, peaches, prunes, pears, apricots.

General Directions for Cooking Dried Fruits.—Wash thoroughly, soak for several hours in cold water to allow fruit to absorb water lost in evaporation. Then cook in this water for 2 or 3 hours, or until fruit is tender, at simmering point.

Cereals—Valuable for Carbohydrates, Protein and Minerals.—Oatmeal, cream of wheat, cracked wheat, cornmeal mush, shredded wheat, corn flakes.

General Directions for Cooking.—Cereals must be cooked in boiling water at least ten minutes and then cooked at least six hours below the boiling point.

Eggs—Protein Food.—Follow gen-

eral directions for cooking. Toast bread—Carbohydrates, protein. Butter—Fat. Fruit, butter—Carbohydrates. Cocoa—Carbohydrates, protein, fat.

DINNER

Clear Soups.—Valuable for meat extractives.

Vegetables—Carbohydrates.—Chiefly starch, so must be cooked above boiling point.

Potatoes.—Large amount of minerals in green vegetables.

Rice, Peas, Squash, Cauliflower, Carrots, Onions, Spinach, Cabbage, Parsnips, Tomatoes, Lettuce, Turnips, Corn, Celery.

Meats—Protein and Fat Food.—Follow general directions for cooking such.

Beef—roast meat, broiled steak, stews, etc.

Mutton and lamb. Bacon. Chicken. Fish.

MEAT SUBSTITUTES

Beans, Cheese souffle, nut loaves, Welsh rarebit, Macaroni and cheese, English monkey.

Desserts.—Gelatine—protein, Custard—protein, Souffles—protein.

Puddings—Rice, Cornstarch, Tapioca, Sago—Carbohydrates, foods.

Fresh and stewed fruits.

Sherbet, Ice cream, Plain cake, Sponge cake, Simple butter cakes—Carbohydrates, protein and fat foods.

SUPPER

Cream Soups.—Represents all three classes of food.

Souffles.—Protein.

Escalloped Vegetables.—Protein and carbohydrates.

Croquettes.—Protein.

Eggs.—Creamed, poached, omelets, scrambled.

Rice.—Carbohydrates.

Bread.—Carbohydrates.

Stewed Fruits.—Figs, dates.

Cakes.

Note.—Children under ten years of age should not have pork, veal or fried foods. All cereal and starchy foods should be thoroughly cooked.

SOME SUGGESTIONS TO REMEMBER IN THE FEEDING OF CHILDREN

1. Water is needed in *abundance*.
2. Food should be given *regularly*.
3. Food must be given to make the child grow and food must be given to make activity and heat.
4. Milk, meat, fish, eggs, cereals, peas, beans and some nuts provide building material and energy.
5. These foods should be cooked at a low temperature because extreme heat makes the proteid indigestible.
6. Vegetables, fruits and cereals provide heat and energy.
7. These foods should be cooked thoroughly at a higher temperature than the proteid foods.
8. Children from two to five years of age need four or five light meals a day, older ones three, at *fixed hours*.
9. A small quantity of plain bread, bread and butter, bread and milk may be given between meals.
10. A dish of well-cooked cereal, and plenty of milk should be given each day. Cereals must be cooked slowly, not less than two hours.
11. Eggs should be given freely, raw, soft cooked or in custards, bread puddings or other simple desserts.
12. Fruits should be given each day

because they are good laxative foods and rich in material for bones and blood.

13. Some fresh vegetables should be given daily.

14. Provide plenty of good bread and butter, well-cooked cereal and milk each day.

15. If children dislike drinking milk, use it in the cooking of foods.

16. Never give fried foods, hot breads, pastry and other rich food to children, because children's stomachs are not so strong as those of grown people.

17. Give children a variety of food, as it is necessary for health and growth.

18. Train children to eat good food.

19. Train children to chew food well.

TYPICAL MEALS FOR ONE DAY 4 TO 8 YEARS

Breakfast.—Stewed prunes. Oatmeal, mush and milk. Toast, cocoa or milk.

Supper or Lunch.—Cream toast, custard or fruit.

Dinner.—Cream of pea soup, crackers or croutons. Baked potatoes. Macaroni and cheese. Rice pudding and cookies.

8 TO 12 YEARS

Breakfast.—Stewed peaches. Cream of wheat and milk. Toast, cocoa or milk.

Luncheon or Supper.—Potato soup, croutons or crackers. Omelet, bread and butter. Gelatine pudding.

Dinner.—Baked halibut—Creamed potatoes. Mashed turnips—bread and butter. Bread and butter pudding—creamy sauce.

Work for Child Welfare by Parents and Teachers in National Congress of Mothers and Parent-Teacher Associations

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every new circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

CALIFORNIA

PROVIDING KINDERGARTEN TRAINING FOR EVERY CHILD

Parents, educators and philanthropists in all parts of the country who are trying to have the public schools provide enough kindergartens for all girls and boys, and who may have become puzzled and somewhat disheartened by the many obstacles that rise up at every turn, will be encouraged by the most recent success of Californians in this connection, as a result of persistent, hard work.

Supported by the demands of individual citizens, women's clubs, civic organizations and the daily press, the school authorities of San Francisco have recently recommended the establishment of 20 additional kindergartens. This means that when the estimate which they have presented to the proper authorities has been formally passed upon, approximately 1,000 more children between four and six years old in the great coast city will receive the well-rounded training which the kindergarten gives, through its play-work, songs, games and stories.

San Francisco until now has been the most backward of the big American cities in the public education of children under primary-school age, having but 11 kindergartens publicly supported. This was the more surprising because it had the most famous of the early kindergarten philanthropies; and for years no other city had so many or such generously provided beneficences of this kind.

Two factors of universal interest stand out in the sudden awakening of the San Francisco school board: the passage of a new form of kindergarten legislation in California three

years ago and the thorough canvass of the state, during the last two years, to rouse parents and educators to the opportunities the new law brings within their reach.

It is due to Mrs. H. N. Rowell, President of the California Congress of Mothers, that California now has one of the best kindergarten laws in the country. It says that whenever parents of 25 children of kindergarten age who live within a mile of an elementary school want a kindergarten, the way is open for them to get one simply by petitioning the local educational authorities.

It was not, however, until the law had been brought to the attention of the people through systematic effort, that any marked advantage was reaped from its favorable provisions. In 1914, a year after the passage of the act, Mrs. Irving Grant Davis, of Redlands, Cal., a Field Secretary of the National Kindergarten Association, began coöperating with parents and state and local school officials to bring about the establishment of more classes, there then being but 197 in the whole state. The result has been that the number of kindergartens throughout California has practically doubled since this extension work was begun.

Los Angeles, which may be taken as an example, now has 133 kindergartens, whereas in 1912 it had only 74. Oakland which had only 3 kindergartens before the law was passed, has 30 at the present time.

San Francisco was the last city in which a systematic campaign of petitioning was carried on, with the successful outcome that has been shown.

It would seem as if all conditions were in conjunction in California for the easy estab-

lishment of kindergartens. But it is only right to point out that the people of California have worked hard to secure kindergartens for their children. In the first place they were wise enough to look at the matter from a practical point of view. They began by changing their law—and they had to bend all their energies toward accomplishing it—so that the opening of kindergartens was really facilitated, and not merely tolerated.

With such a law on the statute books the battle was more than half won, for however unceasing subsequent efforts had to be to awaken interest in parents and the public generally in the advantages of kindergarten training, the results of such work were practically assured.

The key to the wider establishment of kindergartens is undoubtedly effective legislation in every state, and the sooner the problem is attacked from that quarter, the more quickly will all children come into their right to the excellent educational training which the kindergarten affords.

The National Kindergarten Association coöperates with the United States Bureau of Education in giving assistance in legislative campaigns, and will be glad to loan exhibits, lantern slides and motion pictures to aid in such work for the kindergarten.

COLORADO

Thirteen Normal Institutes in Colorado will learn of the National Congress of Mothers and Parent-Teacher Associations from Mrs. Fred Dick, President of the Colorado Branch, who, with other speakers, will present the work at their meetings.

Several organizing trips will be taken through the State in the early fall.

Mrs. Mary C. C. Bradford, State Superintendent of Public Instruction, is standardizing the schools of the state, and no school is recognized as up to the standard unless it has a Parent-Teacher Association which is a member of the Congress.

ILLINOIS

NEW AND INTERESTING DEVELOPMENTS IN COUNTRY SCHOOL LIFE*

Those of us who, back in our childhood, attended a regular country school, and have since realized the tremendous energy and sacrifices that were required merely to keep it alive, will not be surprised at the fact that the country school is at last coming into its own, and that there are many new and interesting developments in country school life. Even to those who have never looked upon a

country school as an institution of learning, these developments are interesting, as they have been brought about by the efforts of brainy men who have seen the needs of the country schools and the possibilities in their development, and the constructive work of such men is always interesting.

In some portions of Illinois, there is much improvement being made, in others (a very regrettable fact), not so much.

However, the State has considered this of sufficient importance to pass a law regarding it, and at the last session of the Legislature, the school law was so amended as to require the heating, lighting, ventilation, seating, water supply, toilets, and safety against fire to be such as to conserve the health and safety of the children attending the public schools. In the case of new or remodeled buildings, the law goes into effect at once, but for the buildings already in use, the law does not take effect until March 1, 1917, thus giving the school officers a chance to make the necessary changes gradually.

Many things never before recognized as essential to the education of children are now definitely provided for by this law, as follows:

Heating.—Special provision is made where stoves are used that they must be jacketed, so the children near the heat shall not be scorching while those on the outer edge are chilled.

Lighting, which must be adequate, with the windows at the left of the children, and it is especially stipulated that no child shall face the light. The walls shall be of a soft tint, and the ceilings very light.

Ventilation of the school rooms and of the toilets is given special consideration, and the approach to the toilets for the two sexes must be from different directions.

Seating.—Have you ever gone into a school room and been shocked to see the children of all sizes and ages seated at desks of the same size? Did it not strike you as pathetic to see how uncomfortable were the littlest ones of all, who sat with their feet dangling, unable to touch the floor, and the largest ones, crouched in a humped-up attitude, legs sprawling over the floor, seated in a desk much too small for them? The law says adjustable desks must be provided or several sizes desks to meet the problem of various sizes of children in one room.

Water Supply.—This also must be seen to, that the wells or cisterns furnish a supply of pure water, and where a bubbling fountain is not in use, individual drinking cups must be provided.

Safety against Fire.—Where is the mother who has not worried about this very thing

* Report of Country Life Department, Illinois Congress of Mothers.

when starting her young hopeful away to a school she knew quite well was not sufficiently protected? The law provides the doors must open outwards, that the main stairway leading from the ground floor must be at least six feet wide; boilers or furnaces shall not be placed under stairways, and in all buildings hereafter erected the boilers must be placed in fireproof rooms.

The State will do all in its power to help in the development of the schools, and not only that, but will discipline the schools that do not conform to the law by withholding from them that part of the distributive fund apportioned to each district, until such time as the county superintendent has given notice, in writing, that the requirements have been complied with.

It is, however, in the things the law does not touch that the greatest improvement can be made.

In one county, the work is carried on with the help of country life directors, who are untiring in the work they are doing under the direction of the county superintendent.

The rural schoolhouses are used as social centers for the district. Programs, given by the pupils, consist of literary and musical numbers. At the conclusion of the program, time is given to a general discussion of topics relating to the welfare of the school and the community. Patrons and directors give their views as to the means of improving the school buildings and the schools from every point. They are trying to center the interests of the districts around the activities of the school room and thus link the home more closely with the school.

Spelling contests are held, which, while they are not new, are very interesting. Last year, several festivals were given in one school when the parents met for a day's recreation with the children.

Six different courses, called School-Home Projects, are being carried out, very successfully. They are the garden project, the poultry project, sewing and cooking project, business project, music, cow-testing project.

All children over ten years of age must enter one of these courses, and must keep an exact record of the work accomplished in the record book furnished by the State for that purpose.

In the garden project, which is the most popular one with the children, a record is kept of the size of the plot in cultivation, what crop is planted, the receipts, expenditures, and the profit (or loss, as it has been in only a few cases). How and where the crop is marketed must be told, and the profits put in a reliable bank or to some good use for the benefit of the child, under the supervision of the

parents and the teacher. The work is entirely on a business basis. As one director said "Growing vegetables just to be growing them is not the plan at all."

Naturally there are many discouragements: the fast-growing weeds, too much or too little rain; the weather is too hot, or unseasonably cold, and they all help to develop the child's character and make him better prepared to meet life as he will find it after school days are over, and each year the work of the previous season is used to show the things to avoid, and the things to use for further development.

In the sewing and canning project, the girls work with great enthusiasm. Contests are held and prizes offered for the best, and besides, in all the projects, achievement credits are given, of which the children are very proud. The first credit given is the achievement emblem, and thereafter silver stars are welded in the emblem yearly, when they are earned. When ten stars have been recognized, the emblem is complete.

A magazine, called *Achievement* and devoted entirely to the school-home projects of the county, is now on the press. It is to be issued once a year, at least, by the county superintendent, and will give the results of the work of the children. It will be illustrated with pictures showing the various phases of the children's work.

That this work will spread is as sure as that the day will follow the night. So good a thing cannot be hidden under a bushel, even though one desired to do it, and no one does. Let us help the good work to go on.

REPORT OF THE JUVENILE COURT COMMITTEE,
MOTHERS CONGRESS AND PARENT-TEACHERS
ASSOCIATION, CAIRO, ILL.,
APRIL 12, 1916

The Juvenile Court Committee is working with the Juvenile Court of Cook County in all ways recommended by the Court. It is seeking to create interest in the establishment of a juvenile court in every county in Illinois.

This has been mostly an informative year, and the wonderful possibilities, which are unfolding to our view, are interesting and overwhelming. We hope this report will carry to associations all through Illinois some of the enthusiasm and eagerness of this committee to spread the interest in the juvenile court work, and to bring home to every county the need of efficient probation officers and some form of the juvenile court, provisions which our Illinois laws make possible.

Let us tell you first of the local work we have been able to do in Chicago, in connection with Judge Pinckney's Court. He is the boys' judge and Miss Mary Bartelme, working

under Judge Pinckney, is the girls' judge. In this court you will not find a group of lawyers arguing over technicalities, but the judge, whose sole aim is to do that which is for the best interests of the child before him, talking the matter over with the child in a sympathetic fatherly way.

Starting our work in an established court, we were able through Miss Bartelme to give some practical help. A home, called the Mary B Home, was started for delinquent and dependent girls by several interested societies—a home to which dependent girls or delinquent girls, up for a first offense, could be sent. This is a temporary home, the girls staying only until other arrangements for them are made. They work as nurse-maid or kitchen maid, for board or for a small salary, sometimes going to school, but are under the care of a probation officer, to whom they report once a week, also coming to the home for Sundays or their afternoons off. As they have little amusement, Mrs. George, one of our committee, has taken the work of providing the social side of their life in this home, especially some entertainment for Sunday afternoons. We have also provided aprons and dozens of toothbrushes for these girls. Many have little clothing and no toilet articles of any kind when they come to the Home. One worthy girl has been helped financially to fit herself for an independent life. Chicago work should be of interest to all in the State, as Chicago is the goal and ambition of most boys and girls. They drift in, no home, no money; they become vagrants. The poolroom and the red lights attract them—they become juvenile offenders.

When you are in Chicago, will you not take time to go to the Municipal Building, tenth floor, and visit Judge Pinckney's Court? You will be amazed when you see the size of these boys, twelve, thirteen, fourteen years, the kind of complaints against them—truancy, stealing, physical habits so developed that it is unwise to allow them to be with other boys and girls, cigarette-smoking, gambling. When you see the parents accompanying some of them, your heart goes out to the boys and you feel a desire to do what you can to give them a better chance. That is where the new work of the Juvenile Court Committee will appeal to each and every one. Judge Pinckney, of the Juvenile Court (boys up to seventeen), and Judge Fisher, of the Boys' Court (boys from 17 to 21), say that the biggest work we can do is along preventive and protective lines, and I wish every association in the State would form a Committee which would be a Committee of Juvenile Protection. Work with the Juvenile Protective Association, if you have one, to better con-

ditions surrounding your school. A school environment committee, if you will. There are laws, both State and municipal, that will take care of most of your problems. May I quote a few of the essential ones, many of which are not observed, but can be enforced if we demand it. There can be no poolroom or saloon near a school building. It is unlawful to sell or give tobacco in any form to minors. It is unlawful to sell or give cigarettes to anyone under eighteen. It is unlawful for persons between the ages of seven and eighteen to smoke cigarettes on any public street, alley, park or any public place of business and amusement. Also, it is unlawful to sell tobacco in any form within six hundred feet of a school building. Playing cards in saloons by minors is unlawful. Gambling of any form is prohibited, and minors can be fined for so doing. Slot machines are prohibited. This should interest all parents and teachers' associations. I know of one association which has done away with the penny-in-the-slot machines. So much for school surroundings. There are other laws—dance-hall laws, moving-picture laws. These conditions can all be controlled if we go earnestly to work to improve them. Do you not see that we are, all of us in a way, responsible for the temptations and pitfalls that surround the children? Will you not go home, talk over your conditions, look up the laws of your own community, get together and provide facilities for wholesome and supervised recreations and amusements, and for some places of the right sort where young people might come together? Let us see what Illinois can do in the coming years to make our school surroundings all that they should be.

Let us now take the larger work, going from our immediate surroundings to the county. What every county in the State should have, and what we all can have, if we will, some form of juvenile court. There is a sad lack of knowledge as to what a juvenile court really is. We say Juvenile Court and it means Chicago and Judge Pinckney's Court. Did you know there could be a Juvenile Court in every county? The Juvenile Court Law provides for designation of a particular judge to hear juvenile cases, in a special court room in counties over five hundred thousand population, but in counties of smaller population the county Judge hears the juvenile cases under the Juvenile Law. The Juvenile Court Law provides that any boy seventeen years of age or under who has violated any State law be taken before the County Judge on delinquent petition. The Judge then has the power to dismiss the case or put the boy on probation or commit to the State School

for Boys at St. Charles, or hold him to the grand jury. No child under twelve can be committed to jail and minors *must not* be confined with old offenders. The Juvenile Court Law emphasizes *correction* and *reformation* rather than punishment and the probation officers, after consulting physician, parents and teachers, are often able to guide their wards during their formative years into useful citizenship.

The "dependent child" means any boy under seventeen and girl under eighteen, who, for any reason, is destitute, homeless or abandoned. The words "delinquent child" mean any boy under seventeen or girl under eighteen who violates any law of the State, or is incorrigible, or knowingly associates with thieves, vicious or immoral persons, runs away from home, gambles, uses vile, obscene, vulgar, profane or indecent language in any public place, or about any schoolhouse, or is guilty of indecent acts. A good probation officer is a necessity. The laws vest the Court with authority to appoint or designate probation officers. It also specifies the duties of the probation officers, provides for their compensation and places them under the rules and regulations and conditions governing the appointment of other officers or employees of the county. Through the courtesy of Mr. Joseph L. Moss, President of the State Probation Association of Illinois, we were able to get a list of the juvenile and adult probation officers throughout the State. Out of one hundred and two counties in Illinois, there were sixty-six that reported probation officers, six counties having both Juvenile and Adult Probation Officers. The counties which reported probation officers are Adams, Alexander, Boone, Calhoun, Carroll, Cass, Champaign, Clark, Clay, Clinton, Coles, Cook, DuPage, Edgar, Edwards, Effingham, Fayette, Fulton, Gallatin, Greene, Hamilton, Hancock, Hardin, Henderson, Henry, Jasper, Jefferson, Jersey, Jo Daviess, Kane, Kankakee, Kendall, Knox, Lake, La Salle, Lawrence, Lee, Livingston, Logan, Macon, Madison, Marshall, Mason, McHenry, McLean, Mercer, Morgan, Ogle, Peoria, Pike, Pope, Pulaski, Richland, Rock Island, Scott, Stark, Stephenson, Tazewell, Union, Vermillion, Wabash, Wayne, Whiteside, Will, Winnebago, Woodford. Was your county in this list? If so will you find out why? There were sixteen who did not reply; the other twenty did not have probation officers. There are many county judges who are very much interested in the juvenile problems and who are doing all they can to better existing conditions among juvenile offenders. Some are careless or indifferent, and pay no regard to the laws which say juvenile offenders shall not be put in jails

with criminals, but sent to detention homes or some protection home, etc. Of course there are counties that have no place except the jail to send juvenile offenders to await trial. If there are probation officers, the offenders can be put out on probation, if not the case can be tried at once if the judge so wishes.

Will you not help us this year to see that conditions surrounding the dependent and delinquent children are improved, that they be given a chance to make helpful citizens, rather than grow into hardened criminals by associating in jails and vicious places with the grown-ups of that type. Interest your state's attorney and county judge in these problems. Find out what it is possible for you with your municipal laws to do along this line, and if necessary have better laws passed, laws that will cover your own county conditions. Let us be able to report at our next annual meeting the better conditions, in your county and mine, that are bound to follow intelligent, thoughtful endeavor in removing the causes of juvenile delinquency, and in giving the boy and girl a square deal.

SOUTH DAKOTA

There are five circles in Watertown, corresponding to the five school buildings. We have a City Council of the Parent-Teachers Association, consisting of all the officers of each circle, the chairmen of standing committees, and one other member from each circle.

This City Council plans the work for the Association, although each circle may take up the line of work that best meets its needs.

Our first work was to secure places for holding our meetings, as our schoolboard did not allow our school buildings to be used for any gathering in the evening. A committee from the Association presented our needs to the school board with the result that the use of the high school assembly room is granted for general meetings, and a room in each ward building is fitted up for our use. We hope next year to make large use of these rooms as community centers.

Mellette Circle has the honor to be the largest circle in the state. Through their efforts, Judge Jno. T. Medin, of Sioux Falls, judge of the juvenile court of that city, gave a free lecture on child welfare in the assembly room, to the general association, and the people of the city.

Central Circle gave the Turner Art Exhibit at which they earned about \$140. They placed a good picture in each room of their building. One teacher said the best thing about it was the way the mothers and teachers worked together, side by side. They served

tea and wafers in the rest room of the public library, where the exhibit was held, giving a short program each of the three days, and the spirit of interest and coöperation was everywhere apparent.

Victrolas have been secured and paid for in three of the buildings, and a victrola fund started in the other two.

Mellette Circle also managed a "bird lecture" which has been productive of much good. Mr. C. F. Thoms, of the University of South Dakota, gave a very fine lecture on "The Birds of South Dakota." The lecture was illustrated by slides made from photographs taken by the lecturer himself, and a number of very fine colored plates from the Audubon Society of New York City. The lecture was given in the Metropolitan Theater, and every child in the city was given an opportunity to be there.

As a result of this, you may see, all over the city, pans and dishes of water under the trees for the birds to bathe in and drink from, and crumbs frequently placed where the birds can get them.

At the close of the school year, the City Council, with the help of some others, gave a banquet to the grade teachers and superintendent and Mrs. L. B. Parsons.

The Parent-Teacher work is only in its infancy in Watertown, but we feel that the association is here to stay, and it is our fond hope that very much good may come of its presence among us.

TENNESSEE

The University of Chattanooga at its summer session arranged to have Mrs. Eugene Crutcher, of Nashville, speak to the students and delegates from the Parent-Teacher Associations on the work of the National Congress of Mothers and Parent-Teacher Associations. All the schools in Chattanooga and Hamilton County have organized Parent-Teacher Associations. A joint session was held during Mrs. Crutcher's visit.

The Tennessee Branch has lost a valuable officer in the death of Mrs. Clara Louise Fraley.

If service is the key of life, surely hers is a golden key, and one which has opened the door through which she has passed into the kingdom of Eternal Life. There may we trust the same joy in service is hers, in a higher and more glorious realm, for not rest but work was her motto.

In all things was she brave and true, and her belief was strong that right would ultimately conquer.

We of the clinic board shall indeed miss her

ready hands, her cheerful presence, and her wise counsel in the affairs of this life, but the spirit of her work is immortal and cannot die.

PARENT-TEACHER ASSOCIATION OF COOKEVILLE

The Parent-Teacher Association of Cookeville is one of the most progressive organizations in the state of Tennessee. From a small body of faithful women it has grown until today its membership has reached the half-hundred mark, and it is ready to undertake anything that means the uplift of the citizenship of the town. There are ten departments.

The chairman of each department has her committee and they are privileged to work for the best interest of that department with the good will and coöperation of the entire Association.

Out of the Story Hour department has grown the Story Teller's League, under whose direction the Story Hour each week has been most successful in the city school.

The Civic department accomplished more in the two months of its existence than was ever accomplished before in the history of Cookeville, the Mayor and Board of Aldermen coöperating in a "Clean-Up Day," the result of which was a thoroughly clean town. Out of this department has come the Chrysanthemum Club.

The Better Picture committee have the hearty coöperation of the management of Cookeville's picture show and only the best pictures are advertised for our children.

Under the management of the Music department, a piano has been purchased for the city school, one of the most handsome pianos in the town. This department promises to supervise the music of all entertainments and will encourage the very best musical talent to come to Cookeville.

The Library department has charge of the Public Library, the beautifying of it and the selection of books. In the Library are held the regular sessions of the Association.

Under the able leadership of the chairman of Health and Sanitation, the fight against "germs" will continue to wage and a public clinic be advocated.

The Central High School department has for its work the mothering of the high school boys and girls, fostering a closer relationship between the two schools and aiding them materially when the need arises.

The youngest department is that of the Rest Room, which like Topsy just grew and was a full-fledged child before one was aware of its existence. The pretty and cosy Rest Room across the street from the city school is most inviting to the tired woman and most tempting to all passersby to stop in by "Way-

side." Mrs. Fred White, the chairman, is the direct cause or means of having this rest room and when the Parent-Teacher Association was asked to adopt the result of Mrs. White's labor, it was adopted with thanks.

It was through the work of the Parent-Teacher Association that an appropriation was given by the county to support a Canning Club Collaborator and Miss McKenzie, who has charge of the work, has the coöperation of the Association.

It would be impossible to give the many benefits that have developed from this Association since its organization four years ago. With the school board it has coöperated and beautified, cleaned and furnished the city school; it has assisted in bringing Lyceum Courses to town; it has aroused a better spirit of patriotism, placing a flag upon the school building.

Sparta has a live Parent-Teacher Association.

WASHINGTON

LEWIS COUNTY DIVISION

Lewis County Division is a living proof that there must be county organization to insure a substantial growth. From nine circles, with a membership of 206 in 1915, 1916 finds us with nineteen circles and a membership of 556.

Our County Superintendent, Mr. A. C. Canterbury, has been of the greatest assistance in the organization work. He has acted as chairman of the membership committee. He has organized circles and spoken on the work many times while on his regular school visits.

We have inaugurated a county loan paper bureau, in charge of Mrs. V. L. Bevington, Chehalis (Union District). Any circle may use any paper for the postage.

We held one very successful meeting during the county institute, in that way getting speakers without expense. In March we held a district meeting at Winlock with representatives from five circles.

THURSTON COUNTY DIVISION

The Thurston County Division of the Washington State Branch has seven new circles to report this year. Five of these were organized by the president. Two were organized through the efforts of the teachers without any outside assistance. We now have twenty circles in the county doing splendid work.

It was my privilege at the beginning of the year to address the teachers at the county institute. I believe this opportunity of explaining more fully the work of the Parent-

Teacher Association and the maintenance of a literature table during the sessions of the institute accomplished much good which will eventually result in many new circles being formed.

Two conventions have been held in the county this year. Interesting and helpful programs were given. The round table discussions, participated in by most of the mothers present, proved particularly helpful.

KING COUNTY DIVISION

King County Division has the honor of having organized the largest number of circles during the past year and of having the largest number of circles in membership with the State Branch.

Mr. M. E. Durham, county superintendent of schools, has given his hearty coöperation, arranging a Parent-Teacher Association section in all county institutes and inviting the president of this division to address the assembly.

KITSAP COUNTY DIVISION

As a county our work has been chiefly systematizing and making plans, but the individual circles have accomplished a great deal. The circle at Manzanita, of only ten members, has built a playshed, established and maintained hot lunches and is now buying a victrola. The Annapolis Circle, of a dozen members, has done wonderful work. A new school building, one room finished, the second to be finished this summer, stands to their credit. At the same time they have been supplying hot lunches and buying a victrola.

Rolling Bay is to have a new schoolhouse this fall and a third teacher, almost entirely due to the efforts of the efficient Parent-Teacher Association president.

We have but five circles now enrolled in the county organization, Annapolis, Manzanita, Port Orchard, Poulsbo and Rolling Bay. We have the difficulty of water transportation to overcome. All ways lead to Seattle, but there are absolutely no cross lines. We have, however, had four county meetings, one a section in the county institute arranged by Mr. Elliott, superintendent. These have started us on our way toward coöperation.

Next year we are to work out the problem of good roads, home credits and community music, and study forestry conditions. We also want to advocate union high schools wherever possible.

Five delegates from Kitsap County at the state meeting this year! Watch us in 1917!

PENNSYLVANIA

The Erie Council of Parent-Teacher Associations will hold a two-day conference

August 28 and 29. Mrs. E. Q. Fothergill, State President, has been invited to give an address.

The regular Board meeting of the Pennsylvania Congress of Mothers will be held in Erie, August 28.

During the hot summer months the Child-Welfare Circles of Pittsburgh have taken many of the poor children to the various parks for picnics, providing carfares, luncheons and amusements.

Many of the circles in the western part of the State are engaged in valuable civic work for child welfare.

It has been found necessary to change the place of the annual convention of the Pennsylvania Congress of Mothers to be held in October from Bloomsburg to Reading, Pa.

The following committee has been appointed by the president to take charge of arrangements for the convention and to appoint local committees: Mrs. McLean, Gettysburg, Vice-President; Mrs. Walter Greenwood, Coatesville, Mrs. Caswell, Bloomsburg.

Greensburg, Penn., has seven school wards ready to unite with the Congress in September.

A luncheon in honor of Dr. M. V. O'Shea, of Madison, Wisconsin, will be given in August by the Council of Child-Welfare Circles to give the parents and teachers of Pittsburgh and vicinity the opportunity to meet and hear from the National Chairman

of Education of the National Congress of Mothers and Parent-Teacher Associations. The Council is also planning to entertain Mrs. Orville T. Bright, of Chicago, in November and to have an address from her on The Work of Central Councils.

Mrs. Fothergill will visit Gettysburg, Allentown and Coatesville en route to Reading and returning will visit other towns that desire to know more of the State work. Miss Florence Dibert, the State Treasurer, will be glad to speak to any associations in the State. Her address is 601 Franklin St., Johnstown, Pa.

The program and arrangements for the annual meeting will be given in September and October issues of *MAGAZINE*.

The scholarships to teachers in the Summer School of Pennsylvania University, Phila., which have been given for several years through the generosity of Mrs. Geo. K. Johnson and several other members of the Congress, have been continued.

The Academy of Political and Social Science has just issued a volume on "New Possibilities in Education" and has included therein a chapter by Mrs. Frederic Schoff on the educational work of the National Congress of Mothers and Parent-Teacher Associations, and Home Education Division, U. S. Bureau of Education. The book is edited by Dr. A. H. Suhrie, of the School of Education, University of Pennsylvania.

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